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REPORT
OF THE
MINISTER OF EDUCATION

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Ontario. Education, Sept. 27.

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1891.

WITH THE STATISTICS OF 1890.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

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1891.

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GENERAL REPORT, 1891.





REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1891.


WITH THE STATISTICS OF 1890.

TO THE HONORABLE SIR ALEXANDER CAMPBELL, K.C.M.G.,

Lieutenant-Governor of the Province of Ontario :

MAY IT PLEASE YOUR HONOR :

I herewith present the Report of the Education Department for the year 1891, together with the statistics for the year 1890. The several comparative statements submitted will, I trust, be found worthy of perusal.



EDUCATION DEPARTMENT.

MINISTER OF EDUCATION :

HON. G. W. ROSS, LL.D.

DEPUTY MINISTER OF EDUCATION :

JOHN MILLAR, B.A.

FRANCIS J. TAYLOR,	- - - - -	Chief Clerk and Accountant.
HENRY R. ALLEY,	- - - - -	Minister's Secretary.
J. T. R. STINSON,	- - - - -	Senior Clerk.
H. M. WILKINSON,	- - - - -	"
A. C. PAULL,	- - - - -	"
F. N. NUDEL,	- - - - -	" and Registrar.
W. W. JEFFERS,	- - - - -	Junior Clerk.
J. H. J. KERR,	- - - - -	"
ESTEN WILLIAMS,	- - - - -	"
R. J. BRYCE,	- - - - -	"
S. A. MAY,	- - - - -	"
THOMAS GREENE,	- - - - -	"
WILLIAM LEMON.	- - - - -	"

J. G. HODGINS, LL.D.,	- - - - -	Librarian and Historiographer.
Miss J. M. CROOKS,	- - - - -	Assistant Librarian.
S. P. MAY, M.D., C.L.H.,	-	Superintendent, Mechanics' Institutes and Art Schools.

L. McCORKINDALE,	- - - - -	Caretaker.
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I.—PUBLIC SCHOOLS.

SCHOOL POPULATION—ATTENDANCE.

School Population.

The school population of the Province, as ascertained through the assessors for the last fourteen years, is as follows :—

YEAR	School Age.	School Population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of Pupils registered.	Boys.	Girls.
1877.....	5—16	494804	1430	488553	877	490860	261070	22979
1878.....	5—16	492360	1358	486802	855	489015	260400	228615
1879.....	5—16	494424	1255	485040	717	487012	259056	227956
1880.....	5—16	489924	1221	481154	670	483045	255677	227368
1881.....	5—16	484224	1463	474303	502	476268	251661	224607
1882.....	5—16	483817	1352	469751	409	471512	246966	224546
1883.....	5—16	478791	1165	462887	317	464369	243671	220698
1884.....	5—16	471287	1115	465374	428	466917	244532	222385
1885.....	5—21	583147	847	471235	376	472458	249175	223283
1886.....	5—21	601204	1273	485624	599	487496	257030	230466
1887.....	5—21	611212	1569	491242	401	493212	259083	234129
1888.....	5—21	615353	1771	493137	415	495323	259485	235888
1889.....	5—21	616028	2200	498202	413	500815	263047	237768
1890.....	5—21	617856	2769	493453	343	496565	259519	237046

The average attendance of rural pupils was 47 per cent. of the registered attendance, while in towns it was 59 per cent. and in cities 62 per cent. The County of Haldimand

NOTE.—The Minister's Report (for purposes of comparison with previous years in which R. C. Sep. Schools were included with public schools) includes R. C. Sep. Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

furnishes the highest average—54 per cent.—for the rural districts; the town of Niagara Falls furnishes the highest average—viz., 72 per cent.—for the towns; and the City of Hamilton the highest average—viz., 72 per cent.—for the cities. The other extremes are reached by Haliburton with 31 per cent., Dufferin, Glengarry and Districts 39, Gore Bay, and North Toronto 42, Penetanguishene 46, Sandwich 44, London 53, Belleville and Brantford 58 per cent. The average for the Province as a whole is 51 per cent., the same as last year. The divisor used to ascertain this average attendance is, in all cases, the *legal* number of teaching days.

Attendance.

The following table shows the attendance for the periods therein named :—

YEAR.	Attendance less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to whole year.	Average attendance.	Percentage of average attendance to total number attending school.	Pupils between 7-13 not attending school for 100 days during the year, (up to 1881, 7-12 and 110 days).
1877	43675	88581	127331	109697	100676	20900	217184	44	25974 (7-12) 110 days.
1878	42096	87634	121042	106550	107977	23716	224588	46	27415 (7-12) 110 “
1879	44580	84767	123481	103341	107328	23515	219442	45	27409 (7-12) 110 “
1880	44973	85453	121357	101557	105032	24673	220068	45	30195 (7-12) 110 “
1881	45881	82796	119477	103144	104009	20961	215264	45	29143 (7-12) 110 “
1882	43610	81621	117941	102644	107814	17882	214176	45	87444 (7-13) 100 “
1883	41724	78628	115927	103443	108820	15827	215561	46	88432 (7-13) 100 “
1884	40761	76124	114974	103997	112539	18522	221861	48	90959 (7-13) 100 “
1885	43567	77866	119756	103425	115400	12444	225907	48	91269 (7-13) 100 “
1886	43620	76850	117572	106200	128336	14918	239044	49	93375 (7-13) 100 “
1887	44374	75788	116477	108974	133279	14320	245152	50	89628 (7-13) 100 “
1888	45379	75912	115785	108776	134148	15323	245789	50	87874 (7-13) 100 “
1889	44036	75170	111776	107860	142921	19052	253943	51	86515 (7-13) 100 “
1890	44575	72555	111131	108076	145142	15086	251307	51	83609 (7-13) 100 “

Compulsory Attendance.

In previous reports I have called attention to the power conferred by section 209 of the Public Schools Act upon trustees to compel the attendance at school of children between 7 and 13 years of age, for a period of at least* 100 days each year. From the foregoing table it is quite evident that these compulsory powers are not exercised. In 1882 the number of absentees between the ages named was 87,444; in 1890 they numbered 83,609. From a more detailed examination of the returns for 1890 it will be seen that 68,860 of these were from counties or rural districts having a gross registered attendance of 347,783. That is to say, 20 per cent. of the rural school population attended school less than 100 days in the year. In towns the absentees numbered 9,259 out of a registered attendance of 70,242 or about 13 per cent; in cities they numbered 5,490 out of a registered attendance of 78,540 or about 7 per cent.

2.—CLASSIFICATION OF PUPILS.

YEAR.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	Music.	Grammar and Com- position.	Temperance and Hygiene.
1877.....	152002	108678	135824	72871	19857	396006	402248	153036	375951	168942	226977	18984
1878	151474	111360	132144	74729	17891	400750	411216	161368	381401	167890	219940	30467
1879.....	155861	110093	130013	74368	15622	398340	417457	160672	294405	160906	218253	27846
1880.....	156527	109065	126758	75564	13649	399867	418524	158789	289378	155346	215743	30002
1881.....	161463	107458	120725	73754	11442	398598	417708	177102	283060	159579	210616	33641
1882.....	164810	106229	117352	71740	10357	398404	419557	176432	280517	158694	209184	33926
1883.....	164035	106482	113980	70104	8919	409016	415786	222095	273397	147283	208949	56351
1884.....	167722	106017	112873	70713	8698	416588	422076	247715	280953	150510	220566	52996
1885.....	181221	98378	108984	74749	9126	432225	437810	310187	305031	165334	242125	60948
1886.....	192020	98511	108360	80574	8031	456488	459756	364970	306220	187541	255694	75286
1887.....	192361	100533	108096	81984	10238	466389	469445	395097	316791	203567	270856	71525
1888.....	192417	100424	109191	82942	10349	471548	477030	411272	329069	222829	285022	141592
1889.....	196744	99304	108321	85099	11347	475835	480659	423089	336004	224992	294227	144284
1890.....	196790	97817	104340	85234	12384	475095	480650	433517	336118	227537	287732	150658

*By the Truancy Act of 1891 all children between 8 and 14 must attend school for the full term.

3.—TEACHERS' CERTIFICATES—SALARIES.

Teachers' Certificates—Summary from 1877 to 1890.

YEAR.	Public School Teachers.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Certificates, including old County Boards, etc.
1877.....	6468	3020	3448	250	1304	3926	988
1878.....	6473	3060	3413	210	1409	3904	950
1879.....	6596	3153	3443	253	1601	3836	906
1880.....	6747	3264	3483	239	1875	3706	927
1881.....	6922	3362	3560	258	1970	3828	866
1882.....	6857	3062	3795	246	2169	3471	971
1883.....	6911	2829	4082	211	2167	3426	1107
1884....	7085	2789	4296	235	2237	3420	1193
1885.....	7218	2744	4474	254	2358	3592	1014
1886.....	7364	2727	4637	251	2465	3677	971
1887.....	7594	2718	4876	252	2553	3865	924
1888.....	7796	2824	4972	258	2651	3971	916
1889.....	7967	2774	5193	258	2829	4019	861
1890.....	8180	2730	5450	247	2969	4115	849

Female still continue to gain on male teachers, being 67 per cent. of the entire number employed. There is a gratifying increase in the better class of certificates; 2nd class Provincial have advanced from 1,304 to 2,969, equal to 1,665 in fourteen years, other and inferior certificates declining. While salaries in cities and towns have gone up considerably, in the rural districts there is not much improvement. The number of teachers taking advantage of the Normal Schools is 1,776 better than in 1877, and is 35 per cent. of the total number of persons engaged in teaching the Public Schools.

Teachers' Salaries.

YEAR.	Highest salary paid.	Average salary, male teacher, Province.	Average salary, female teacher, Province.	Average salary, male teacher, Counties.	Average salary, female teacher, Counties.	Average salary, male teacher, Cities.	Average salary, female teacher, Cities.	Average salary, male teacher, Towns.	Average salary, female teacher, Towns.	No. of teachers who attended Normal Schools.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
1877.	1100	398	264	379	251	735	307	583	269	1084
1878.	1200	407	266	382	247	730	313	577	274	1133
1879.	1000	409	268	383	249	732	316	616	270	1374
1880.	1000	410	269	382	241	743	324	564	256	1636
1881.	1100	410	265	384	240	755	330	562	261	1799
1882.	1100	415	269	385	248	742	331	576	273	1873
1883.	1200	422	271	394	252	764	362	605	277	1853
1884.	1200	426	279	404	264	771	364	612	283	1941
1885.	1200	427	281	405	267	776	359	612	287	2161
1886.	1200	424	290	400	270	794	381	617	288	2343
1887.	1450	425	292	398	271	832	382	619	289	2434
1888.	1500	424	292	396	268	860	388	621	290	2531
1889.	1500	421	296	389	269	870	389	635	296	2793
1890.	1500	423	292	389	266	875	391	652	296	2860

Waterloo pays the highest average salary, \$447 to male teachers ; Essex leads for female teachers with \$334 ; Frontenac the lowest, \$290 for male, and Haliburton \$204 for female teachers.

4.—SCHOOLS AND SCHOOL HOUSES, MAPS, ETC.

YEAR.	Schools established.	Schools open.	School Houses.	Brick.	Stone.	Frame.	Log.	Schools using Maps.	Total No. of Maps.	Legal teaching days open.
1877.....	5219	5140	5148	1445	526	2446	731	4666	37493	204
1878.....	5041	4990	5066	1569	511	2281	705	4670	38995	206
1879.....	5155	5123	5147	1633	520	2301	693	4744	39987	208
1880.....	5195	5137	5182	1666	513	2297	706	4752	40104	208
1881.....	5288	5238	5278	1595	521	2372	690	4740	39719	208
1882.....	5255	5203	5227	1774	502	2306	645	4738	39372	206
1883.....	5316	5252	5284	1820	504	2343	617	5119	39812	207
1884.....	5375	5316	5344	1879	511	2323	631	5163	40022	208
1885.....	5443	5395	5401	1954	516	2317	614	5217	40166	208
1886.....	5453	5437	5454	1976	514	2357	607	5278	40663	208
1887.....	5532	5506	5549	2047	525	2386	591	5299	40711	208
1888.....	5590	5569	5626	2086	532	2424	584	5353	44971	208
1889.....	5657	5623	5677	2106	535	2435	601	5396	46320	208
1890.....	5750	5718	5768	2162	544	2465	597	5482	52013	208

There are now 5,768 school houses in the Province. The log school house is fast disappearing, there being only 597 in 1890, as against 1,466 in 1850. In the same period, brick school houses have increased from 99 to 2,162, being 39 per cent. of the total number; 5,647 school houses are freehold and 121 rented. The number of maps now used amounts to 52,013. In 1850 there were only 1,814. As a general rule the schools throughout the Province are open the full year. 3,564 or 66 per cent. of the public schools use the authorized Scripture Readings, 41 per cent. the Bible, 97 per cent. of the schools are opened and closed with prayer.

5.—RECEIPTS AND EXPENDITURE.

Year.	RECEIPTS.				EXPENDITURE.					
	Legislative Grants.	Municipal School Grants and Assessments.	Clergy Reserves Fund, Balances, and other sources.	Total Receipts.	Teachers' Salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Reut. repairs, fuel and other expenses.	Total Expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1877.....	251962	2422432	730637	3405081	2038099	47539	477393	510458	3073489	6 26
1878.....	258539	2278040	694986	3231565	2011208	42507	413393	422239	2889347	5 91
1879.....	252566	2307223	654051	3213840	2072823	32622	306026	421614	2833085	5 82
1880.....	263454	2321929	669447	3254830	2113180	25222	249390	434261	2822053	5 85
1881.....	258297	2352556	648385	3259238	2106019	14022	280460	443770	2844271	5 92
1882.....	265738	2447214	757038	3469990	2144449	15583	341918	525025	3026975	6 42
1883.....	265467	2538042	767222	3570731	2210187	20275	312342	565626	3108430	6 69
1884.....	267084	2675621	780433	3723138	2296027	17732	341198	625905	3280862	7 02
1885.....	264419	2680121	868526	3513066	2327050	20230	373405	592015	3312700	7 01
1886.....	265912	2826376	901195	3993483	2385464	32699	414238	625298	3457699	7 09
1887.....	268722	3084352	978283	4331357	2458540	27509	544520	711535	3742104	7 59
1888.....	274511	3080995	1100846	4456352	2521537	29382	575973	732473	3859365	7 75
1889 ..	276305	3342436	1232320	4851061	2553845	32124	829052	783496	4198517	8 44
1890.....	284327	3411654	1320231	5016212	2669377	42816	753039	830446	4295678	8 67

Notwithstanding the large expenditure for school sites and buildings, and the large increase to the teaching staff of the country, the cost per pupil has but slightly advanced in fourteen years. The average cost per pupil on the number enrolled in 1890, for counties, was \$7.38 ; for cities, \$14.46, and for towns, \$9.70, or an average of \$8.67 for the Province. In 1877 the average cost was, for counties, \$6.01 ; for cities, \$7.52 ; for towns, \$6.51, or an average of \$6.26 for the Province. 5.67 per cent. of the receipts is furnished by the Government, the balance by the people. The expenditure under all the headings for 1890 was large, showing the general interest that is taken in the progress of public schools, and the determination of the ratepayers to support them generously.

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	SCHOOLS—EXPENDITURE—TEACHERS.				NUMBER OF PUPILS ATTENDING—NUMBER IN STUDIES.							
	Schools open.	Total Receipts.	Total Expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		\$	\$									
1877....	175	120266	114806	334	24952	24952	17932	17961	13154	11174	.....	.....
1878....	176	127549	120559	333	25280	25280	19381	20111	14668	11806	.....	.....
1879....	191	129092	122831	346	24779	24779	19059	19965	13668	11469	5134	.....
1880....	196	136873	128463	344	25311	25311	21914	20716	14875	11968	6000	.....
1881....	195	137074	123724	374	24819	24819	19726	20473	14636	11909	6814	.....
1882....	193	166739	154340	390	26148	26148	21052	21524	13900	11695	7548	2033
1883....	194	166289	153611	397	26177	26177	22016	22111	14074	12805	10178	2978
1884....	207	190454	176477	427	27463	27463	23139	23705	15108	13637	12220	5082
1885....	218	218096	204531	453	27590	27590	23377	24823	16122	14518	16575	5241
1886....	224	193908	179730	461	29199	29199	26803	26940	17925	17412	20643	7614
1887....	229	229848	211223	491	30373	30373	27824	28501	19608	18678	21818	8578
1888....	238	278114	260003	523	31123	31123	28468	28759	21433	20190	25339	10352
1889....	243	267304	244440	546	32790	32790	29833	30412	22256	18861	24935	8231
1890....	259	313326	289703	569	34571	34571	31958	32701	23842	20787	28815	7601

From these tables it will be seen that while the number of Separate Schools has advanced from 175 to 259 in fourteen years, the expenditure increased \$174,897, and the number of teachers 235 during the same period, while there has been a corresponding and gratifying improvement in the numbers in the different branches of instruction.

III.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—RECEIPTS, EXPENDITURE, ATTENDANCE, ETC.

The following Statistics respecting High Schools will be found suggestive :—

YEAR.	Schools open.	Teachers.	RECEIPTS.		EXPENDITURE.			Pupils.	Average attendance.	Percentage of average attendance to total attendance.	Cost per Pupil.
			Amount of Fees	Total Receipts.	Paid for Teachers' Salaries.	Paid for Sites and building School Houses, Rents and Repairs.	Total Expenditure				
			\$	\$	\$	\$	\$				\$ c.
1877.....	104	280	20753	357521	211607	51417	343710	9229	5201	56	37 24
1878.....	104	298	21581	420188	223010	83969	396010	10574	5998	56	37 46
1879.....	104	320	26225	417461	241097	54275	400788	12136	6992	57	33 02
1880.....	104	335	28528	432309	247894	66416	413930	12910	7256	56	32 06
1881.....	104	333	30891	371250	257218	23703	345850	13136	7270	55	26 00
1882.....	104	332	29270	373150	253864	19361	343720	12348	6580	53	27 56
1883.....	104	347	30067	378888	266317	20012	348946	11843	6454	55	29 47
1884.....	106	358	34288	407978	282776	34013	385426	12737	7302	57	30 26
1885.....	107	365	40032	458941	294078	50865	429762	14250	8207	58	30 16
1886.....	109	378	47144	502315	307516	63248	477797	15344	8797	57	31 14
1887.....	112	398	56198	529323	327452	73061	495612	17459	10227	59	28 38
1888.....	115	419	65416	684268	350630	174409	637055	17742	10464	59	35 91
1889.....	120	427	70616	703042	376878	167735	645338	18642	10798	58	34 61
1890.....	120	452	82614	676895	404973	110493	627208	19395	11437	59	32 34

2.—CLASSIFICATION, ETC.

YEAR.	ENGLISH.					MATHEMATICS.				SCIENCE.		
	English Grammar	Composition and Rhetoric.	In Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	In Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.
1877	8819	8772	.....	9106	9158	9227	8678	8113	359	2168	2547	.....
1878	10486	9844	.....	9855	10074	10450	10212	9713	429	2375	2979	.....
1879	12015	11691	.....	11873	11935	12105	11761	11285	650	2464	2871	.....
1880	12765	12288	.....	12654	12634	12825	12667	12304	622	2519	2991	.....
1881	13086	13050	.....	12937	12802	13097	13032	12926	593	2431	2855	...
1882	12275	12189	.....	12220	12106	12261	11742	11148	397	2880	2522	.....
1883	11815	11707	11259	11551	11518	11767	10296	10071	413	4350	2450	1526
1884	12577	12525	12046	12393	12448	12638	11490	11002	458	4749	3046	1880
1885	13942	14022	13497	13912	13885	14017	13633	13166	461	5939	3612	2685
1886	15182	15142	14878	15201	15126	15122	14813	14406	754	5019	3807	3937
1887	17086	17171	16649	17010	16962	16939	16904	14839	1017	5265	3411	4640
1888	17656	17693	17523	17510	17518	17430	17319	10716	914	6038	3260	5373
1889	18411	18391	18073	18377	18106	18059	18028	11008	701	5868	3024	6036
1890	19166	19163	19012	19097	19053	18828	18829	13840	707	5633	3445	5563

YEAR.	LANGUAGES.				Drawing.	Vocal Music.	Book-keeping and Commercial Transactions.	Commercial Certificates.	Left for Mercantile Life.	Left for Agriculture.	Who joined any learned profession	Matriculated.	Number of Schools charging fees.
	Latin.	Greek.	French.	German.									
1877	4955	871	3091	442	2755	.....	3621	....	555	328	564	145	35
1878	4729	883	3588	516	2881	.....	4011	....	445	417	633	183	31
1879	5391	1097	4687	729	2693	.....	4500	....	565	535	693	248	36
1880	5559	1100	5464	859	2397	.....	4542	....	731	555	625	209	36
1881	5389	967	5938	877	1595	.....	5005	....	859	598	576	280	35
1882	4591	815	5363	962	3441	.....	5642	....	881	646	751	272	37
1883	4439	903	5318	961	3538	1360	4849	....	768	583	868	277	37
1884	4454	927	5119	1089	8126	3428	7407	....	730	571	927	266	38
1885	4937	903	5528	1111	12150	3547	11145	....	856	636	693	290	43
1886	4954	1029	5379	1172	12956	1917	12150	....	964	638	723	327	51
1887	5409	997	6180	1350	14295	1955	14064	....	1141	882	791	305	58
1888	6099	1152	6765	1580	13643	2332	12706	....	1133	914	889	298	64
1889	6645	1198	6753	1709	14386	1505	13116	....	1161	950	583	367	69
1890	7114	1071	7837	2212	14687	1076	14261	2247	1018	795	347	482	73

For eight years the number of High Schools (including Collegiate Institutes) stood at 104 ; in 1884 there was an increase of 2, now they number 120. Collegiate Institutes have advanced to 31 in 1890. The most gratifying feature, however, of our High School system, is the large increase in the attendance, the numbers having more than doubled in fourteen years. Having regard to the numbers and standing of the teachers employed now as compared with 1877, it is worthy of note that the cost per pupil, taking expenditure of all kinds into consideration, is much less than it was fourteen years ago. In 1877 the cost per pupil was \$37.24 ; in 1890 it was \$32.34 per pupil ; or if we make the test the amount paid for teacher's salaries, which is the main item of expense, it will be found that in 1877, the cost per pupil was \$22.92, in 1890 it was \$20.93 per pupil. The High Schools (including Collegiate Institutes) are classified as follows :—Schools with two masters, 32 ; Schools with three masters or over, 88. The largest Collegiate Institute is Hamilton with an enrolment of 677 ; then Toronto (Jarvis St.) with 634 ; Toronto (Jameson Ave.) with 454 ; London with 441 ; Owen Sound with 423. There is an average of over 6 teachers to each of the Collegiate Institutes. The average number of pupils to each High School teacher in the Province is 43. The percentage of average to total attendance is 59. From table G it will be seen that fees amounting to \$82,614 were received. In 1877, the fees collected amounted to only \$20,753. In 1890 482 pupils matriculated, 347 joined the learned professions, such as law and medicine, 1,018 left for mercantile life, and 795 for agriculture. In 1877, only, 3,621 pupils, or 40 per cent. of the whole number studied commercial subjects, such as book-keeping ; in 1890 this subject was taken by 14,261, or 74 per cent. of the whole attendance. On the other hand, Latin, in 1877 was studied by 4,955, or by 50 per cent. ; in 1890 the number of pupils in Latin was 7,114, or 36 per cent. of the number in attendance. The number studying Greek has diminished from about 10 per cent. of the whole attendance to 6 per cent. In French and German the numbers are relatively the same. There has been a large increase in the number studying Drawing, the total in 1877 being 2,755, and in 1890 14,687. Phonography is taught in 9 schools to 433 pupils, the largest class (80 pupils) being in Brampton, and the next largest (74) in Petrolea. Music is taught in 15 schools. The total number of pupils who passed a University matriculation examination was 482. Of these, the Toronto (Jarvis St.) Collegiate Institute passed the highest number (31), and Hamilton the next highest number (21). The highest salary paid a head master was \$2,500 (Toronto Jarvis St., C. I.) The average salary of head masters for the Province was \$1,138, of assistant masters \$804, of all masters \$892. Of the masters, 183 were graduates of Toronto University, 53 of Victoria, 37 of Queen's, 11 of Trinity, 2 of McGill, and 4 of British Universities. The whole number of teachers employed was 452.

3.—ENTRANCE EXAMINATIONS.

In 1877, the first year in which the Department took the Entrance Examinations in charge, the number passed was 3,270 ; in 1890 it was 9,391. In 1877, only 6,248 wrote for entrance to the High Schools, in 1890 the number had risen to 18,279. The papers for this examination are sent out by the Department. In 1891 204,000 papers were required.

IV.—GENERAL STATISTICAL ABSTRACT.

The total number of pupils attending the several classes of schools in 1890 (excluding colleges and private schools) amounts to 517,319, and the grand total sum expended for all educational purposes in 1890 reaches the high figure of \$5,284,980. This result is most encouraging, and speaks well for the educational prosperity of the Province.

V.—DEPARTMENTAL EXAMINATIONS.

The first examination, known as "The High School Leaving and University Matriculation Examination," was held in 1891.

This examination is entrusted to a Joint Board of eight persons, four of whom are appointed annually by the Senate of the University, and four by the Minister of Education.

The Board appoints examiners and associate examiners; the examiners being selected from persons qualified by experience as teachers in either a University or a High School to set the papers; the associate examiners are selected from a list of graduates of Universities in the British Dominions actually engaged in teaching.

(1.)—FOR HIGH SCHOOL PRIMARY AND LEAVING CERTIFICATE.

YEAR OF EXAMINATION.	No. of Candidates examined.	No. who received Primary Certificates.	No. who received Junior Leaving Certificates.	No. who received Senior Leaving Certificates.	Appeals.	Sustained.
1891.....	5715	1496	1008	134	698	231

(2.)—FOR MATRICULATION CERTIFICATES.

YEAR OF EXAMINATION.	No. of Candidates for Matriculation Certificates.	No. who received Certificates.	No. who passed in special subjects to complete Matriculation.	No. of Candidates examined for both the Junior Leaving and Matriculation Certificates.	No. who failed to obtain Junior Leaving Certificates but obtained Matriculation Certificates.
1891.....	500	170	44	74	46

VI.—PROFESSIONAL TRAINING OF TEACHERS.

Examinations in Kindergarten work were held during 1891 at Hamilton, Ottawa and Toronto, and out of the 252 candidates who presented themselves, 37 passed for Directors and 44 for Assistants.

1.—County Model Schools.

County Model Schools were first established in 1877, and since that time they have been attended by 18,119 teachers.

The statistics of County Model Schools since the date of their establishment are as follows:—

YEAR.	No. of Schools.	No. of Teachers in training.	No. that passed final examination.	Government Grant.
				\$
1877.....	50	1237	1146	2000
1878.....	50	1391	1372	8200
1879.....	51	1295	1259	200
1880.....	49	1413	1317	10000 (1879-80)
1881.....	50	668	615	4800
1882.....	46	882	837	9750
1883.....	48	820	791	7500
1884.....	51	1117	1017	8100
1885.....	52	1305	1203	8100
1886.....	53	1463	1376	8250
1887.....	55	1491	1376	8400
1888.....	57	1072	1000	8700
1889.....	58	1208	1140	8700
1890.....	58	1293	1228	9300
1891.....	58	1464	1379	9300

2.—*Provincial Normal and Model Schools.*

The following table exhibits the work done for the last fourteen years :

YEAR.	Number of Normal School Teachers.	Number of Normal School Students.	Number of Model School and Kindergarten Teachers.	Number of Model School and Kindergarten Pupils.	Receipts from Fees of Model School and Kindergarten Pupils.	Expenditure, Normal and Model Schools.
					\$ c.	\$ c.
1878.....	14	226	8	382	7752 00	34032 92
1879.....	15	429	8	391	7884 00	33719 58
1880.....	13	483	15	607	9122 90	36694 07
1881.....	15	418	15	698	11523 00	41848 42
1882.....	16	260	15	799	13783 50	44808 43
1883.....	15	338	16	760	13232 00	45540 40
1884.....	15	351	16	742	12106 75	40810 82
1885.....	12	405	17	658	11352 50	37975 78
1886.....	11	439	18	660	11625 50	38487 89
1887.....	13	441	18	763	13427 00	40188 66
1888.....	12	445	21	794	14595 00	39493 95
1889.....	12	442	22	928	16502 00	41494 15
1890.....	12	411	21	948	17336 00	43232 47
1891.....	12	44	22	885	16542 00	43810 16

3.—*Ontario School of Pedagogy.*

In place of the Training Institutes established in 1885 for the professional training of candidates for First Class certificates, and High School Assistant Masters' certificates, the Ontario School of Pedagogy was established in Toronto.

The course of study consisted of lectures on Psychology, Science of Education, History of Education, School Organization and Management, and on the best methods of teaching each subject on the programme of studies for High Schools.

The final examinations (written and practical) were held in Toronto, and at the Guelph, Kingston, and Strathroy Collegiate Institutes.

PLACE OF EXAMINATION.	NAME OF PRINCIPAL.	Number admitted to School of Pedagogy.		Number who wrote at examination.		NUMBER WHO PASSED.			
						Assistant Masters.		First-Class Professionals and Assistant Masters.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
School of Pedagogy, Toronto.....	J. A. McLellan, LL.D.,	71	39	59	38	28	17	5	4
Guelph.....	William Tytler, B.A.....			18	3	4	1	9	1
Kingston.....	A. P. Knight, M.A.....			14	6	4	1	1	2
Strathroy.....	J. E. Wetherell, B.A.....			12	3	4	1	1	1
Toronto.....	.....			8	1	4	1	1	.....
	Total.....	71	39	111	51	44	21	17	8

EXAMINATION PAPERS PRINTED, 1891.

The number of Examination papers issued by the Department in 1891, was:—

High School Entrance	204,000
High School Primary.....	98,000
High School Junior Leaving and Pass Matriculation.....	85,000
High School Senior Leaving and Honor Matriculation	45,000
Art Schools.....	8,850
Kindergarten	6,400
Third Class (County Model Schools)	14,000
Second Class (Provincial Normal Schools).....	8,000
First Class and High School Assistant Master (Ontario School of Pedagogy)	7,200

Total 476,450

VII.—TEACHERS' INSTITUTES.

This table presents the work of Teacher's Institutes for fourteen years :—

YEAR.	RECEIPTS.							EXPENDITURE.	
	No. of Teachers' Institutes.	No. of Members.	Total No. of Teachers in Province.	Amount received from Government Grants.	Amount received from Municipal Grants.	Amount received from Members' Fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877.....	42	1881	6468	1412 50	100 00	299 75	2769 45	.....	1127 63
1878.	54	3511	6473	3247 38	530 00	689 32	5961 62	1067 76	3764 63
1879.....	60	4185	6596	3516 55	350 00	756 55	7682 24	1687 68	4772 30
1880.....	59	4214	6747	3275 00	225 00	790 20	8038 97	1460 26	4965 85
1881.....	61	4033	6922	2950 00	200 00	1027 04	8570 64	438 62	4377 44
1882.....	62	4395	6857	2900 00	300 00	1088 84	9394 28	453 02	5355 33
1883.....	62	4821	6911	4025 00	435 00	792 83	10372 91	1274 32	5870 79
1884.....	64	5189	7085	2027 00	510 00	676 05	9423 47	1500 09	4875 43
1885.....	34	5666	7218	180 00	900 00	885 31	9252 65	1636 21	4587 87
1886.....	66	5974	7364	1820 00	1995 50	916 54	10036 52	1520 64	4657 76
1887.....	66	6718	7594	1800 00	1879 45	730 66	10405 95	1234 08	4975 50
1888.....	66	6882	7796	1890 00	1850 10	778 96	10765 39	1690 38	5732 66
1889	67	7132	7967	2665 00	1650 00	816 13	11396 89	1064 96	6227 03
1890.....	66	7458	8180	2125 00	2025 00	813 45	10891 31	1130 33	5722 62

VIII.—TECHNICAL EDUCATION, MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS, SCIENTIFIC SOCIETIES.

In my First Annual Report (1883), I made special reference to the importance of technical education in its relation to the development of our national products and manufacturing interests, pointing out that the want of our country is skilled labor, and that if we educate our mechanics we shall not only diminish importation but increase our exportation of manufactured goods. In order to provide this practical instruction for adults, I prepared new regulations respecting the management of Mechanics' Institutes, Free Libraries and Art Schools, and the following abstracts show the rapid advancement made by these institutions during the past nine years.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES FROM 1883 TO 1891 INCLUSIVE.

I.—Mechanics' Institutes.

YEAR.	Institutes Re- porting.	Number of Members.	Number of Even- ing Classes.	Number of Pupils.	Number of Read- ing Rooms.	Number of News- papers and Peri- odicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
									\$ c.	\$ c.
1883.....	92	12956	27	1711	58	1512	150311	241075	58556 11	251815 93
1884.....	102	12949	29	1486	62	1449	187228	275964	33091 31	222699 00
1885.....	116	13435	49	1490	62	1557	179572	367965	62877 05	242020 00
1886.....	125	13701	59	2006	73	1743	206166	296830	61288 90	259891 26
1887.....	139	16094	40	1235	84	1940	266443	330813	57772 95	258563 00
1888.....	159	18176	49	1565	96	2269	230517	336895	62473 38	276000 50
1889.....	179	19936	47	1196	111	2545	252832	376194	69298 15	291520 98
1890.....	193	21468	54	1395	119	2814	279617	426125	74827 85	315172 70
1891.....	204	22262	61	1268	127	2861	301621	447071	78328 15	334630 67

II.—Free Libraries.

YEAR.	Free Libraries Reporting.	Number of Readers.	Number of Read- ing Rooms.	Number of News- papers and Peri- odicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
							\$ c.	\$ c.
1883.....	1	716	1	28	3782	10845	1160 30	3375 00
1884.....	6	1623	6	92	8542	28852	59765 02	109293 17
1885.....	6	3346	6	524	51345	261006	55441 64	106650 36
1886.....	6	15791	6	618	58628	382266	31847 67	109207 58
1887.....	6	17906	6	641	63219	377125	51556 46	109040 00
1888.....	8	13840	8	741	80531	407571	41370 30	127573 25
1889.....	8	28883	8	880	86393	444507	43133 73	142595 00
1890.....	9	36243	9	1033	103385	505040	102115 27	223172 10
1891.....	11	45136	11	1230	125345	682365	94737 79	318680 03

During the past nine years (1883 to 1891 inclusive), the Mechanics' Institutes and Free Libraries have issued 6,198,509 volumes of books, and their total receipts amounted to \$1,039,692.

The following is a comparative statement marking the increases in Mechanics' Institutes and free libraries from 1883 to 1891.

	1883.	1891.
Number of Mechanics' Institutes and Free Libraries reported.....	93	215
Number of members and readers.....	13672	67398
Number of evening classes.....	28	72
Number of reading rooms.....	59	138
Number of newspapers and periodicals.....	1540	4091
Number of volumes in libraries.....	154093	426966
Number of volumes issued.....	251920	1129436
Total receipts.....	\$59716	\$173066
Total assets.....	\$255190	\$653310

Having been informed that Directors of Mechanics' Institutes and others desirous of establishing Evening Classes found a difficulty in obtaining qualified teachers, I issued a circular in 1884 to the Head Masters of High Schools, Principals of Model Schools, and Teachers of Public Schools, informing them that *Free Drawing classes* would be conducted during the summer holidays at the Education Department. The success of these summer classes may be judged from the following list of certificates awarded.

CERTIFICATES AWARDED TO TEACHERS.—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear. Perspective.	Model Drawing.	Blackboard Drawing.	Full Teachers Certificates.
1884.....	83	103	85	75	78	66

In the following year, 1885, the summer classes for teachers were continued with the following results :—

CERTIFICATES AWARDED TO TEACHERS—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear Drawing.	Model Drawing.	Blackboard Drawing.	Full Teachers' Certificates.
1885.....	32	48	40	23	29	79

CERTIFICATES AWARDED TO TEACHERS—ADVANCED DRAWING COURSE.

YEAR.	Shading from Flat.	Shading from Round.	Outline from Round.	Drawing from Flowers.	Advanced Geometry.	Drawing from Dictation.	Full Teachers' Certificates.
1885.....	14	11	1	9	4	28	2

CERTIFICATES AWARDED TO TEACHERS—MECHANICAL COURSE.

YEAR.	Advanced Perspective.	Industrial Drawing.	Machine Drawing.
1885.....	14	17	16

ABSTRACT OF THE NUMBER OF CERTIFICATES AWARDED FOR DRAWING, ETC., TO ART SCHOOLS, MECHANICS' INSTITUTES, ETC., FROM 1883 TO 1891 (NOT INCLUDING CERTIFICATES AWARDED AT SUMMER CLASSES).

YEAR.	Number of Art Schools, Mechanics' Institutes, etc.	PRIMARY COURSE.		ADVANCED COURSE.		MECHANICAL COURSE.		EXTRA SUBJECTS. Painting, Modelling Wood-Carving, Lithography.	DEPARTMENTAL MEDALS, ETC.			
		Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.		Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
1883.....	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....
1884.....	4	145	.....	32	.....	3	.....	.....	.....	.....	.....	.....
1885.....	44	1360	43	52	2	42	4	30	1	1	3	2
1886.....	81	2608	77	129	3	77	3	37	1	1	3	1
1887.....	60	2944	103	187	14	49	2	60	1	1	2	1
1888.....	57	2979	133	151	9	50	2	108	1	1	4	1
1889.....	62	3285	181	208	14	79	3	81	1	4	8	3
1890.....	69	3423	130	233	11	59	2	89	1	6	8	11
1891.....	72	4114	164	303	23	101	2	88	1	6	8	15

THE TOTAL NUMBER OF CERTIFICATES AWARDED DURING THE PAST EIGHT YEARS (1884 TO 1891), INCLUDING SUMMER CLASSES FOR TEACHERS, IS AS FOLLOWS :

PRIMARY COURSE.		ADVANCED COURSE.		MECHANICAL COURSE.		EXTRA SUBJECTS	DEPARTMENTAL MEDALS, ETC.			
Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Painting, Modelling, Wood-carving, Lithography, etc.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
21616	982	1385	82	507	19	493	7	20	36	34

IX.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940 ; in 1886, 34,087 ; in 1887, 28,057 ; in 1888, 25,714 ; in 1889, 21,281 ; and in 1890, 22,250 trees were planted. In a very few years every rural school in the Province will have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification.

I have the honor to be,

Your Honor's obedient servant,

G. W. ROSS,

Minister of Education.

EDUCATION DEPARTMENT, TORONTO,

January, 1892.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Brant	5060	19	4119	.....	4138	2226	1912
2 Bruce	18395	72	15229	16	15317	8231	7086
3 Carleton	10064	47	7931	11	7989	4344	3645
4 Dufferin	6827	47	5629	7	5683	3036	2647
5 Dundas	6466	39	5204	3	5246	2691	2555
6 Durham	7901	14	6098	2	6114	3265	2849
7 Elgin	8626	35	7446	3	7484	3888	3596
8 Essex	10980	27	8604	3	8634	4610	4024
9 Frontenac	7167	46	6091	4	6141	3214	2927
10 Glengarry	5535	22	4381	2	4405	2350	2055
11 Grey	18593	90	15344	26	15460	8189	7271
12 Haldimand	7400	36	5485	1	5522	2920	2602
13 Haliburton	2154	20	1613	3	1636	838	798
14 Halton	6042	14	4385	3	4402	2363	2039
15 Hastings	16110	59	9300	11	9370	4978	4392
16 Huron	18713	57	14400	11	14468	7646	6822
17 Kent	10655	37	8918	7	8962	4748	4214
18 Lambton	12868	45	11386	5	11436	5996	5440
19 Lanark	7637	28	5535	5	5568	2869	2699
20 Leeds and Grenville	12914	67	11329	8	11404	6027	5377
21 Lennox and Addington	5638	30	4974	2	5006	2653	2353
22 Lincoln	5645	23	4352	4	4379	2349	2030
23 Middlesex	15556	31	12555	5	12591	6427	6164
24 Norfolk	9137	52	7286	9	7347	3944	3403
25 Northumberland	9841	10	7389	11	7410	3959	3451
26 Ontario	11579	27	9055	6	9088	4854	4234
27 Oxford	9966	22	8282	2	8306	4475	3831
28 Peel	6519	21	5390	4	5415	2882	2533
29 Perth	11023	40	8251	6	8297	4465	3832
30 Peterborough	7177	30	5813	5	5848	3035	2813
31 Prescott and Russell	11475	83	7511	16	7610	3981	3629
32 Prince Edward	4055	23	3747	5	3775	1968	1807
33 Renfrew	12997	43	8279	11	8333	4275	4058
34 Simcoe and W. Muskoka	19905	57	17417	46	17520	9298	8222
35 Stormont	5424	19	4344	.....	4363	2317	2046
36 Victoria and E. Muskoka	11506	34	9439	7	9480	4934	4546
37 Waterloo	10615	12	7584	3	7599	4139	3460
38 Welland	6876	26	5513	1	5540	2940	2600
39 Wellington	15387	58	10577	12	10647	5711	4936
40 Wentworth	7965	17	5963	3	5983	3236	2747
41 York	15047	51	12459	8	12518	6754	5764
42 Districts	11217	101	9263	16	9380	4938	4442
Total	424657	1631	333870	313	335814	177963	157851
CITIES.							
1 Belleville	3177	.....	1713	.....	1713	876	837
2 Brantford	4397	22	2583	.....	2605	1283	1322
3 Guelph	2990	.....	1928	.....	1928	928	1000
4 Hamilton	14161	25	8542	.....	8567	4325	4242
5 Kingston	5579	71	2789	.....	2860	1394	1466
6 London	7987	1	6345	.....	6346	3330	3016
7 Ottawa	11036	1	3913	.....	3915	2000	1915
8 St. Catharines	2920	.....	1608	.....	1608	823	785
9 St. Thomas	2668	.....	2212	.....	2212	1092	1120
10 Stratford	3159	6	1808	.....	1814	951	863
11 Toronto	43575	629	29380	2	30011	15244	14767
.....	101649	755	62821	3	63579	32246	31333

Public Schools.

THE PUBLIC SCHOOLS.

DAYS IN ATTENDANCE.						Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.	
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to the whole year.					
1	322	586	999	970	1082	179	22	690	2092	51
2	1435	2250	3257	3394	4356	625	75	3013	7345	48
3	947	1484	1969	1834	1514	241	45	2105	3314	42
4	696	1164	1504	1189	1008	122	61	1465	2196	39
5	570	732	1040	1133	1539	232	71	1114	2626	50
6	563	963	1336	1414	1597	241	90	1276	2702	45
7	809	1195	1710	1557	1949	264	36	1448	3674	49
8	881	1399	2174	1975	1929	276	342	2161	4002	47
9	952	1295	1501	1223	1034	136	140	1711	2494	41
10	605	913	1126	996	720	45	28	1272	1705	39
11	1908	2965	3759	3539	2911	378	170	3919	6552	43
12	460	772	1166	1223	1603	298	73	956	2952	54
13	319	395	516	289	104	13	49	745	500	31
14	329	695	942	1051	1300	85	40	682	2191	50
15	1143	1665	2234	1946	2102	280	178	2125	4210	45
16	1171	1962	3048	3298	4179	810	107	2175	7513	52
17	1052	1566	2097	2067	1961	219	73	1713	3841	43
18	1070	1638	2259	2509	3624	336	40	2005	5847	51
19	522	836	1226	1180	1480	324	39	1228	2616	48
20	1296	2005	2586	2611	2522	384	140	2355	5307	47
21	602	896	1158	1089	1123	138	46	1383	2222	45
22	422	642	947	1065	1155	148	13	802	2118	48
23	1114	1664	2634	2890	3846	443	54	1996	6480	52
24	860	1268	1675	1596	1735	213	28	1447	3273	45
25	744	1182	1809	1666	1788	221	128	1657	3529	48
26	809	1457	2054	1978	2413	377	99	1538	4574	50
27	636	1158	1845	1856	2383	428	33	1190	4355	53
28	548	949	1311	1299	1212	96	106	1305	2430	45
29	607	1137	1942	1859	2388	364	24	1434	4229	51
30	668	964	1329	1222	1488	177	274	1185	2713	47
31	1010	1341	1905	1511	1537	306	531	2540	3248	43
32	354	667	852	818	954	130	14	695	1784	47
33	1058	1512	2122	1736	1619	286	220	2471	3552	43
34	1856	2927	4236	4087	3477	937	324	3532	8151	47
35	628	815	1017	911	831	161	61	1089	1867	43
36	1192	1706	2557	2027	1795	203	134	592	4796	50
37	429	888	1515	1717	2654	396	25	1203	3989	53
38	545	952	1391	1163	1244	245	32	892	2533	46
39	954	1609	2556	2513	2746	269	288	2382	5122	48
40	519	985	1374	1424	1513	138	57	1250	2869	48
41	1296	2163	2977	2807	3034	241	144	1457	5771	46
42	1510	2140	2620	1660	1253	197	309	2662	3676	39
35441						4763	68860	156960	47	
1	77	184	391	485	570	6	300	993	58	
2	206	291	584	519	1005	97	482	1505	58	
3	60	123	418	447	839	41	502	1233	64	
4	297	657	1528	1467	4618	1037	1037	6190	72	
5	100	247	533	769	1211	1878	1878	66		
6	607	773	1224	1588	2154	499	1741	3343	53	
7	181	410	738	767	1801	18	714	2549	65	
8	77	139	299	324	769	151	151	966	60	
9	90	204	428	382	1104	4	300	1454	66	
10	79	173	290	364	908	263	263	1098	60	
11	1207	2530	5910	5916	14448	17859	17859	60		
2981						69	5490	39068	62	

1.—TABLE A.—The

TOWNS.	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Almonte.....	948	.....	527	.....	527	268	259
2 Amherstburg.....	679	.....	331	.....	331	166	165
3 Aurora.....	585	.....	422	.....	422	211	211
4 Aylmer.....	785	.....	547	.....	547	290	257
5 Barrie.....	1530	.....	1008	.....	1008	505	503
6 Berlin.....	2576	.....	1298	.....	1298	652	646
7 Blenheim.....	458	.....	440	.....	440	214	226
8 Bothwell.....	365	.....	234	.....	234	120	114
9 Bowmanville.....	985	.....	786	.....	786	405	381
10 Bracebridge.....	576	.....	564	.....	564	276	288
11 Brampton.....	805	1	716	.....	717	371	346
12 Brockville.....	2504	.....	1427	.....	1427	721	706
13 Carleton Place.....	1335	.....	860	.....	860	445	415
14 Chatham.....	2783	.....	1963	.....	1963	1029	934
15 Clinton.....	735	.....	606	.....	606	303	303
16 Cobourg.....	1451	.....	710	.....	710	345	365
17 Collingwood.....	1710	1	1375	.....	1376	681	695
18 Cornwall.....	2105	.....	705	.....	705	352	353
19 Deseronto.....	882	.....	669	.....	669	326	343
20 Dresden.....	723	2	531	.....	533	279	254
21 Dundas.....	1177	.....	530	.....	530	259	271
22 Durham.....	579	.....	364	1	365	176	189
23 Essex.....	650	.....	428	.....	428	219	209
24 Forest.....	521	.....	440	.....	410	197	243
25 Galt.....	2367	.....	1578	.....	1578	797	781
26 Gananoque.....	1049	.....	800	.....	800	405	395
27 Goderich.....	1103	.....	809	.....	809	431	378
28 Gore Bay.....	300	4	249	.....	253	147	106
29 Gravenhurst.....	581	.....	550	.....	550	279	271
30 Harriston.....	552	.....	507	.....	507	254	253
31 Ingersoll.....	1308	27	874	.....	901	457	444
32 Kincardine.....	995	.....	765	.....	765	404	361
33 Leamington.....	546	.....	488	.....	488	243	245
34 Lindsay.....	1771	.....	1008	.....	1008	500	508
35 Listowel.....	900	.....	628	.....	628	319	309
36 Little Current.....	226	.....	208	.....	208	106	102
37 Meaford.....	875	.....	550	.....	550	264	286
38 Midland.....	759	.....	676	.....	676	352	324
39 Milton.....	450	.....	421	1	422	218	204
40 Mitchell.....	738	.....	503	.....	503	258	245
41 Mount Forest.....	742	.....	602	.....	602	315	287
42 Napanee.....	920	.....	765	.....	765	397	368
43 Newmarket.....	493	.....	417	.....	417	223	194
44 Niagara.....	300	.....	247	.....	247	127	120
45 Niagara Falls.....	892	.....	546	.....	546	286	260
46 North Bay.....	520	.....	334	.....	334	166	168
47 North Toronto.....	600	9	448	.....	457	243	214
48 Oakville.....	530	.....	338	.....	338	172	166
49 Orangeville.....	935	.....	702	.....	702	366	336
50 Orillia.....	1658	.....	1189	.....	1189	605	584
51 Oshawa.....	1422	2	866	.....	868	447	421
52 Owen Sound.....	2180	.....	1513	.....	1513	781	732
53 Palmerston.....	628	.....	460	.....	460	230	230
54 Paris.....	955	.....	599	.....	599	299	300
55 Parkhill.....	445	.....	327	.....	327	171	156
56 Parry Sound.....	520	3	505	.....	508	252	256
57 Pembroke.....	1165	.....	589	.....	589	301	288
58 Penetanguishene.....	592	.....	498	.....	498	259	239
59 Perth.....	1546	.....	525	1	526	254	272

Public Schools.

THE PUBLIC SCHOOLS.

DAYS IN ATTENDANCE.						Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to the whole year.				
1	11	45	84	97	275	15		367	70
2	11	40	78	68	130	4		193	58
3	34	61	66	63	196	2	284	242	58
4	16	36	87	115	283	10		378	69
5	69	97	153	332	314	43		605	60
6	79	133	238	246	597	5		767	61
7	29	55	80	72	168	36		272	62
8	21	35	61	50	67			119	51
9	21	72	135	186	372			485	62
10	65	86	198	123	92		12	300	265
11	30	70	113	149	348	7	10	466	65
12	44	113	248	259	763		271	857	910
13	36	42	169	228	362	23		46	530
14	139	249	429	418	712	16		262	1105
15	30	48	90	118	252	68		34	394
16	22	44	159	141	344			40	448
17	99	143	257	285	520	72		259	824
18	38	71	136	155	263	42		106	436
19	54	118	165	122	186	24		120	330
20	35	58	110	95	195	40		33	322
21	39	72	134	135	150			99	270
22	23	36	64	85	156	1		51	213
23	37	51	92	94	154			113	252
24	30	41	64	86	219			332	278
25	87	131	280	380	662	38		184	947
26	66	104	120	167	343			138	473
27	40	60	120	169	341	79		102	528
28	35	62	60	43	50	3		6	107
29	58	71	116	117	176	12		77	269
30	38	65	71	94	227	12	20	98	297
31	44	128	164	134	409	22		216	527
32	46	67	141	199	275	37		45	447
33	34	57	111	135	151		240	88	323
34	65	65	168	195	455	60		157	570
35	61	85	126	146	206	4		106	347
36	16	36	56	49	51			59	100
37	37	61	81	159	212			56	318
38	51	76	127	148	269	5		150	389
39	27	46	54	75	198	22		51	260
40	27	38	84	114	215	25		16	317
41	24	53	102	115	282	26		52	383
42	41	97	173	173	281				432
43	25	54	70	74	163	31		66	260
44	13	37	64	51	81	1		50	126
45	35	64	111	72	242	22			392
46	29	57	112	71	63	2		67	126
47	52	82	146	82	95				192
48	19	28	76	83	132			55	187
49	50	79	113	181	270	9	4	96	409
50	102	138	212	270	458	9			605
51	46	88	122	156	385	71		163	550
52	70	199	366	305	572	1			883
53	25	56	69	126	176	8		70	277
54	23	37	104	128	258	49			361
55	13	21	50	64	166	8		33	210
56	59	75	112	88	156	18		155	255
57	4	39	138	136	253	19		61	363
58	61	84	127	115	106	5	8	85	228
59	15	35	87	94	263	32		85	349

1.—TABLE A.—The

TOWNS.	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
60 Peterborough.....	2701	.....	1546	.....	1546	784	762
61 Petrolea.....	1361	1	1149	.....	1150	558	592
62 Picton.....	791	.....	555	.....	555	292	263
63 Port Arthur.....	1015	.....	388	.....	388	192	196
64 Port Hope.....	1650	.....	1034	.....	1034	482	552
65 Prescott.....	812	.....	396	.....	396	194	202
66 Ridgetown.....	545	.....	521	.....	521	275	246
67 Sandwich.....	375	.....	315	.....	315	151	164
68 Sarnia.....	1931	1	1221	.....	1222	602	620
69 Sault Ste. Marie.....	720	.....	382	.....	382	202	180
70 Seaforth.....	908	.....	655	.....	655	314	341
71 Simcoe.....	978	.....	590	.....	580	279	301
72 Smith's Falls.....	1031	.....	769	.....	769	378	391
73 Stayner.....	510	.....	443	.....	443	233	210
74 St. Mary's.....	1040	1	954	.....	955	473	482
75 Strathroy.....	1070	7	721	.....	728	355	373
76 Thornbury.....	451	.....	316	.....	316	153	163
77 Thorold.....	855	.....	457	.....	457	239	218
78 Tilsonburg.....	695	2	547	.....	549	266	283
79 Trenton.....	1384	.....	726	.....	726	366	360
80 Uxbridge.....	698	.....	467	.....	467	230	237
81 Walkerton.....	811	.....	631	.....	631	307	324
82 Walkerville.....	271	.....	240	.....	240	126	114
83 Wallaceburg.....	661	.....	630	.....	630	332	298
84 Waterloo.....	890	.....	574	.....	574	308	266
85 Welland.....	625	.....	543	.....	543	260	283
86 West Toronto.....	1440	.....	1124	.....	1124	574	550
87 Whitby.....	810	.....	533	.....	533	295	238
88 Windsor.....	2654	.....	2106	.....	2106	1033	1073
89 Wingham.....	801	.....	586	.....	586	302	284
90 Woodstock.....	2056	.....	1863	.....	1863	934	929
Total.....	91550	61	62537	3	62601	31627	30974
TOTALS.							
1 Counties, etc.....	424657	1631	333870	313	335814	177963	157851
2 Cities.....	101649	755	62821	3	63579	32246	31333
3 Towns.....	91550	61	62537	3	62601	31627	30974
4 Grand Total, 1890.....	617856	2447	459228	319	461994	241836	220158
5 " " 1889.....	616028	2101	465572	352	468025	246340	221685
6 Increase.....	1828	346	.....	.....	.....	.....	.....
7 Decrease.....	.....	.....	6344	33	6031	4504	1527
8 Percentage.....	.....	.53.	99.41	.06	.....	53	47

Public Schools.

THE PUBLIC SCHOOLS.

		DAYS IN ATTENDANCE.						Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to the whole year.						
60	106	163	333	355	572	17			798	51	
61	63	103	169	223	592			135	761	66	
62	30	48	101	103	266	7			336	61	
63	29	37	89	69	136	28		68	230	60	
64	32	71	157	203	490	76		85	722	70	
65	17	43	74	90	158	14	23	76	229	58	
66	24	50	124	117	203	3		120	305	59	
67	35	57	82	77	64			66	138	44	
68	77	108	217	242	542	36		201	784	64	
69	39	49	75	89	124	6		29	212	56	
70	31	53	83	140	318	30		89	421	64	
71	30	62	122	114	241	11		119	345	60	
72	40	56	96	174	342	61	82	108	507	66	
73	21	70	125	105	101	21		113	224	51	
74	58	126	273	288	210			377	470	49	
75	27	65	92	127	311	106	404	54	495	68	
76	24	29	66	62	135		5	14	167	53	
77	33	42	96	75	204	7	8	67	290	63	
78	39	57	128	117	188	20		94	300	55	
79	45	72	175	151	283			69	412	57	
80	17	51	78	92	227	2		98	300	65	
81	36	61	95	123	296	20			380	60	
82	26	28	72	36	77	1		126	116	49	
83	60	90	132	130	215	3		164	324	52	
84	39	56	82	145	252				362	63	
85	37	55	175	142	129	5		100	290	64	
86	123	198	301	253	246	3		363	535	48	
87	22	57	100	104	223	27			342	64	
88	177	304	523	512	590			475	1162	55	
89	38	82	107	163	196				313	54	
90	61	140	279	304	897	182		177	1276	68	
	3891	6774	12264	13360	24588	1724	1373	9259	36884	59	
1	35441	55502	78275	74292	80702	11602	4763	68860	156960	47	
2	2981	5731	12343	13028	29427	69	596	5490	39068	62	
3	3891	6774	12264	13360	24588	1724	1373	9259	36884	59	
4	42313	68007	102882	100680	134717	13395	6732	83609	232912	51	
5	41848	70931	103928	100849	133415	17054	6132	86515	235790	51	
6	465				1302		600				
7		2924	1046	169		3659		2906	2878		
8	9	15	22	22	29	3					

II.—TABLE B.—

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	NUMBER OF PUPILS IN THE								
	READING.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I. and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	829	506	799	1023	770	211	4138	4138	4138
2 Bruce	3320	2343	2963	3386	2842	463	14810	14903	13171
3 Carleton	1607	1128	1638	1722	1769	125	6954	7040	5996
4 Dufferin	1385	941	1069	1250	940	98	5439	5276	5059
5 Dundas	1383	845	1155	940	776	147	5115	5052	4299
6 Durham	1189	959	1419	1327	1041	179	5947	5919	5625
7 Elgin	1600	1093	1608	1406	1478	299	7484	7484	7484
8 Essex	2486	1753	1609	1545	1089	152	8125	8325	7179
9 Frontenac	1404	897	1207	1301	1267	65	5760	5719	4926
10 Glengarry	1208	635	1042	809	662	49	4298	4297	3595
11 Grey	3501	2324	3215	3567	2559	294	14865	15216	12809
12 Haldimand	1082	837	1176	1135	1170	122	5376	5425	4494
13 Haliburton	465	319	335	338	178	1	1518	1493	1013
14 Halton	1027	746	736	877	920	96	4402	4402	4402
15 Hastings	2654	1999	1745	1717	1031	224	8904	8893	8501
16 Huron	2784	1795	2813	3382	3022	672	13607	13728	12648
17 Kent	2052	1373	1814	1671	1788	264	8548	8570	8022
18 Lambton	2681	2053	2013	2268	1988	433	11224	11307	10430
19 Lanark	1250	937	1116	1250	897	118	5057	5232	4890
20 Leeds and Grenville	2096	1545	2133	2704	2723	203	9998	10176	7848
21 Lennox and Addington	988	638	879	1218	1187	96	4988	4944	4235
22 Lincoln	981	629	851	900	972	46	4167	4167	3620
23 Middlesex	2499	2192	2369	2519	2535	477	12368	12508	11862
24 Norfolk	1653	1024	1517	1478	1500	175	7008	7026	6336
25 Northumberland	1500	1192	1433	1742	1371	172	7050	7169	5735
26 Ontario	1921	1327	1751	2110	1824	155	8871	8989	7814
27 Oxford	1601	1330	1500	1893	1626	356	8031	8077	7895
28 Peel	1206	988	964	1127	1036	94	5262	5217	4736
29 Perth	1621	1153	1425	2244	1355	499	7795	7886	4551
30 Peterborough	1476	1007	1158	1201	938	68	5523	5578	4902
31 Prescott and Russell	2667	1254	1437	1199	995	58	6836	6846	5975
32 Prince Edward	636	454	768	704	1019	194	3709	3717	3393
33 Renfrew	2182	1339	1627	1632	1486	67	7124	7852	5694
34 Simcoe and West Muskoka	4053	2819	3538	3665	2858	587	16879	17148	14765
35 Stormont	1120	600	1208	783	601	51	4349	4095	2982
36 Victoria and East Muskoka	2081	1365	1980	2172	1635	247	8548	8933	7356
37 Waterloo	1761	1211	1480	1794	1188	165	7599	7599	6411
38 Welland	1057	838	1012	1259	1230	144	5308	5396	4848
39 Wellington	2034	1486	2145	2565	1985	382	10288	10356	9311
40 Wentworth	1218	854	1084	1280	1345	202	5760	5773	4972
41 York	2904	1963	2880	2708	1890	173	11807	12001	11124
42 Districts	2696	1703	1900	1841	1108	132	8403	8634	5807
Total	75908	52394	66511	71652	60594	8755	319242	322506	280853
CITIES.									
1 Belleville	485	306	340	336	246	.....	1713	1713	1713
2 Brantford	745	346	469	680	365	.....	2526	2526	2605
3 Guelph	447	169	205	598	426	83	1892	1928	1893
4 Hamilton	2626	1201	1247	1700	1419	374	7503	8567	8567
5 Kingston	690	375	347	726	467	255	2741	2741	2741
6 London	2067	956	1139	1341	746	97	5927	6172	5551
7 Ottawa	1000	507	583	932	710	183	3915	3915	3915
8 St. Catharines	452	196	248	410	302	.....	1608	1608	1608
9 St. Thomas	666	336	518	420	272	.....	2212	2212	2212
10 Stratford	423	268	407	389	327	.....	1814	1814	1814
11 Toronto	8642	3688	6825	5847	3805	1204	28312	28900	29214
Total	18243	8348	12328	13379	9085	2196	60163	62096	61833

The Public Schools.

DIFFERENT BRANCHES OF INSTRUCTION.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
4138	1070	2300	1027	1707	703	1385	214	199	91	98	78	3
9403	4539	8172	3207	5622	4958	3577	408	397	252	234	236	71
4742	1532	4056	1778	1950	1272	1722	229	118	85	156	43	88
4276	1852	2820	1596	1803	1911	2783	92	89	69	51	51	70
3435	2022	3170	1110	1210	1037	2033	86	102	71	79	35	102
3811	2014	2707	915	1297	1661	1608	202	157	112	92	78	33
6529	2602	5642	1793	2830	4159	4243	402	264	211	203	208	172
3943	2332	3969	1379	2363	1942	3814	245	90	29	36	55	7
3057	614	2678	898	1057	530	591	115	50	35	41	16	63
9882	5466	8184	3222	5499	4394	487	32	24	24	2	2	231
4034	1802	3288	1432	1533	1305	6184	375	314	297	188	158	172
924	458	722	225	189	49	2715	126	102	53	27	221	7
2831	1985	2648	1129	1585	1937	207	112	4	2	2	2	63
5316	3230	4886	2726	2666	4381	2386	168	114	33	23	39	2
10661	3577	8992	3774	5533	4099	5524	282	191	68	113	106	221
5921	3880	4802	2245	2695	3104	4072	654	362	432	445	285	147
7944	6073	5292	2666	4295	4767	2789	379	346	163	124	194	314
3498	1073	2961	1132	1687	1018	6158	383	395	206	248	291	48
7241	1949	6193	3173	3408	3143	2376	114	126	92	42	30	61
3196	241	2926	1257	1202	1394	3041	236	203	104	88	96	26
2870	1511	2416	1201	1206	1741	1514	97	92	61	49	56	112
8240	4108	7690	3108	4056	4591	1585	39	63	21	20	34	177
4853	2108	3912	2579	2590	1312	6484	438	410	321	217	192	111
5303	1393	4361	1690	2315	742	2512	236	155	89	186	120	23
5575	3710	5149	2150	2489	1593	3019	226	212	66	108	82	112
5423	2569	5116	2174	2736	1746	3497	268	165	109	66	58	129
3473	2333	2701	1311	1946	1448	3564	466	299	155	187	136	59
4709	3155	4458	1872	2570	826	3058	84	72	52	40	43	80
4141	657	3309	1044	1674	2286	149	235	179	99	99	49	5
4337	2159	3067	1266	1563	398	1311	233	62	20	39	36	41
2953	873	2344	1215	1340	2045	2918	252	70	29	32	22	111
4697	1220	4057	1870	2002	1681	1876	229	185	136	163	108	629
10002	8177	9223	3956	5601	2203	1257	162	39	32	32	32	66
2832	776	2423	687	785	6045	11228	935	611	535	560	520	143
7385	2225	5050	2307	2162	921	1111	165	59	47	84	62	35
4728	5330	3578	1348	1732	1080	2642	302	173	101	250	82	60
4212	2034	3669	1520	1739	1696	2748	184	132	92	60	96	39
7175	5302	5759	2538	3590	2206	2153	285	113	70	81	115	100
4150	2355	3778	1934	2263	2525	3415	239	224	149	76	72	98
8025	4513	7729	2155	2397	1001	2483	189	163	103	79	62	24
5087	2356	3978	1691	1800	3163	5230	181	163	89	53	102	24
					2251	1841	229	26	30	5	4	
220609	108955	183427	77756	99877	89569	126544	10442	7370	4915	4744	4274	3703
913	1713	1507	246	616	595	1713	60					
2526	2605	1183	365	600	2605	2605	83					
1356	1192	1476	615	279	1037	1715	83					
4912	8567	5340	1419	2184	1912	5981	374		250	137		
2468	2741	2145	866	1146	1713	2670	255		255	255	255	
5566	6067	3855	2030	1950	3704	5627	100		64	47	75	
1825	3312	1825	903	903	3915	3915	129		23			273
1608	1608	1608	155	302	479	1608						
1124	788	1210	272	477	1637	1908	272					
1598	1814	1209	327	716	203	1204						
27789	29192	26795	2880	4062	12214	29227	3443	2760	1204	80		
51685	59598	48153	10078	13235	30014	58173	4587	3208	1779	487	330	528

II.—TABLE B.—

TOWNS.	NUMBER OF PUPILS IN									
	READING.						Writing.	Arithmetic.	Drawing.	
	1st Reader, Part I. and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.				
1 Almonte	163	47	132	106	79	.....	527	527	527
2 Amherstburg	85	59	44	74	51	18	315	331	331	
3 Aurora	99	66	119	70	68	.....	422	422	422
4 Aylmer	104	109	69	120	145	.....	547	547	547
5 Barrie	246	139	307	174	142	.....	1008	1008	1008
6 Berlin	458	181	268	245	146	.....	1298	1298	1298
7 Blenheim	137	88	108	47	25	35	440	440	440	
8 Bothwell	76	26	47	47	28	10	234	234	234	
9 Bowmanville	244	112	165	129	136	.....	786	786	786
10 Bracebridge	179	156	97	61	54	17	564	564	564	
11 Brampton	146	146	137	175	113	.....	717	717	717
12 Brockville	451	204	328	292	152	.....	1427	1427	1427
13 Carleton Place	270	185	137	138	130	.....	860	860	860
14 Chatham	612	348	351	319	333	.....	1915	1964	1815
15 Clinton	131	106	123	121	125	.....	606	606	606
16 Cobourg	125	148	137	180	120	.....	710	710	710
17 Collingwood	442	196	258	250	230	.....	1376	1376	1376
18 Cornwall	229	128	115	93	140	.....	705	672	672
19 Deseronto	307	112	128	72	50	.....	669	669	669
20 Dresden	158	68	86	85	68	68	511	511	511	
21 Dundas	178	99	63	92	98	.....	530	412	412
22 Durham	94	54	65	53	58	41	365	365	365	
23 Essex	157	66	73	58	74	.....	428	428	428
24 Forest	111	67	89	63	71	39	440	440	440	
25 Galt	389	300	218	336	335	.....	1578	1578	1578
26 Gananoque	285	104	36	150	125	.....	800	800	800
27 Goderich	173	123	168	199	146	.....	809	809	809
28 Gore Bay	53	67	26	50	37	20	883	883	883	
29 Gravenhurst	205	92	84	97	72	.....	550	550	550
30 Harriston	128	59	102	152	66	.....	507	507	507
31 Ingersoll	208	118	187	162	129	97	804	804	804	
32 Kincardine	174	131	142	194	124	.....	765	765	765
33 Leamington	117	129	52	97	75	18	488	488	488	
34 Lindsay	254	171	206	227	150	.....	1008	1008	1008
35 Listowel	126	159	135	116	92	.....	628	502	502
36 Little Current	65	35	41	43	12	12	208	208	208	
37 Meaford	100	86	122	123	63	56	550	550	550	
38 Midland	196	128	109	148	95	.....	676	676	676
39 Milton	131	54	82	56	27	72	422	422	422	
40 Mitchell	127	62	125	127	62	.....	503	503	503
41 Mt. Forest	115	71	145	131	140	.....	602	602	602
42 Napanee	134	103	174	184	170	.....	765	765	765
43 Newmarket	91	59	86	106	75	.....	417	417	417
44 Niagara	67	31	41	70	38	.....	247	247	247
45 Niagara Falls	100	59	142	117	101	27	546	546	546	
46 North Bay	209	33	38	36	18	.....	245	334	334
47 North Toronto	171	68	118	60	39	1	457	457	457	
48 Oakville	94	67	48	63	66	.....	338	338	338
49 Orangeville	194	102	150	138	118	.....	702	702	702
50 Orillia	281	229	247	285	147	.....	1189	1189	1189
51 Oshawa	201	136	198	240	93	.....	868	868	868
52 Owen Sound	441	232	284	306	250	.....	1513	1513	1513
53 Palmerston	136	64	96	84	70	10	460	460	460	
54 Paris	147	106	101	131	114	.....	599	599	599
55 Parkhill	110	54	64	56	43	.....	217	327	327
56 Parry Sound	158	58	142	98	27	25	508	508	508	
57 Pembroke	170	100	84	116	119	.....	589	589	589
58 Penetanguishene	206	37	75	99	71	10	472	472	472	
59 Perth	135	68	122	103	98	.....	526	526	526
60 Peterborough	408	266	254	337	281	.....	1546	1546	1546

he Public Schools.

THE DIFFERENT BRANCHES OF INSTRUCTION.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
329	79	280	79	116	30	339						
187	284	221	69	126	127	222	18	18	8	15	15	
323	354	323	68	92	68	354						
404	547	547	93	145	265	267						
698	1008	662	142	194	126	1008						
659	659	391	146	391	55	224						
215	440	215	107	60	107	440	30	20	10	20	36	
234	234	234	38	38	85		10	10	10	10	10	
452	786	265	203	81	159	786						
229	280	331	71	54	38	183	21	17	17			
531	717	429	112	287	424	719						
772		444	152	232	152	655						112
522	178	405	130	124	81	860						
1331	1820	1378	328	604	1237	1845	478					
475	606	369	69	84	95	606						
425		344	120	193	290	710						
951	289	827	230	395	845	996						
348	524	196	78	140	356	348						
250	669	362	50	122	194	669						50
313		313	160	160	44		68	68	68	68	68	
253		253	140	140	140	390						
217		217	99	162	35	365	41	41		41	20	
205	205	205	74	132	74							
266	440	440	148			440	39	39	39	39	39	
890	1578	890	366	532	650	241						
515	525	411	125	275	515	200						
513	402	407	269	269	269	741						
226	71	226	57	13		141	13					
326	242	345	63	97	125	362						
320	379	320	66	189	66	507	66					
804	804	804	129	232	804	804						
591	461	502	124	179	460	326	40					
272	80	272	93	190	242		19	7	6	15	18	
755	1008	749	82	281	150	1008						
343	500	343	92	140								
106		106	23	23	10		12					
450	494	450	185	242	308	494	56	56	56	30	30	
480	581	480	95	95	96	191	5	3		96		
291	422	422	146	218	237	422	99	71	72	72	72	
314		314	62	250	62							
416	602	271	201	201	602	602	12					
430	400	430	170	97	97	211						
277	261	290	75	231	239	417						
180		149	38	72	72							
387	546	316	81	245	245	546	81	27		27		
285	334	54	18	18	54	181						
249	457	249	40	85	146	457	1	1	1			
177	161	177	66	129	66	262						
380	335	702	118	256	702	702						
759	587	616	147	225	102	586	147					
463	507	463	93	243	392	548						
1072	800	556	556	556	840	1513	250					
260	320	376	86	164	116	276	10	10	10		10	
599		599	114	131	114							
163	327	99	43	99	99	327						
292	508	465	78	78	150	508	25					
419	589	419	119	198	198	589						
225	498	156	81	81	107	59	48	10	1	1	4	
323	266	260	98	141	53	526						
872	1546	618	99	281		1546						

II.—TABLE B.

TOWNS.	NUMBER OF PUPILS IN								
	READING.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I. and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
61 Petrolea.....	396	140	209	226	179	.....	1150	1150	1150
62 Picton.....	146	90	124	111	84	.....	555	555	555
63 Port Arthur.....	136	64	80	47	61	.....	388	388	388
64 Port Hope.....	311	170	208	190	155	.....	1034	1034	1034
65 Prescott.....	86	67	59	57	127	.....	396	396	396
66 Ridgetown.....	100	70	129	108	114	.....	521	521	521
67 Sandwich.....	68	59	76	63	47	2	315	315	295
68 Sarnia.....	400	185	223	182	232	.....	1222	1222	1222
69 Sault Ste. Marie.....	97	54	102	76	40	13	382	382	382
70 Seaforth.....	126	129	81	125	194	.....	655	655	655
71 Simcoe.....	108	79	117	121	155	.....	580	580	580
72 Smith's Falls.....	207	133	203	126	100	.....	769	769	769
73 Stayner.....	127	88	73	71	56	28	443	443	354
74 St. Mary's.....	199	196	187	275	98	.....	909	932	746
75 Strathroy.....	230	119	114	106	159	.....	639	639	728
76 Thornbury.....	56	63	59	49	64	25	316	316	316
77 Thorold.....	144	65	86	87	75	.....	457	457	457
78 Tilsonburg.....	144	118	113	108	66	.....	367	367	549
79 Trenton.....	277	126	121	122	80	.....	726	726	726
80 Uxbridge.....	123	94	94	89	67	.....	467	467	467
81 Walkerton.....	185	71	139	126	110	.....	631	631	631
82 Walkerville.....	82	24	47	51	36	.....	240	240	240
83 Wallaceburg.....	210	109	110	110	65	26	630	630	630
84 Waterloo.....	214	67	109	98	86	.....	574	574	574
85 Welland.....	119	100	118	136	70	.....	543	543	532
86 West Toronto.....	471	181	180	191	83	18	1124	1124	1099
87 Whitby.....	111	54	99	110	159	.....	533	533	533
88 Windsor.....	631	429	470	295	281	.....	2106	2106	2106
89 Wingham.....	132	67	133	128	74	52	585	585	585
90 Woodstock.....	629	321	311	365	237	.....	1863	1863	1863
Total.....	17766	10303	12064	12050	9678	740	62502	62515	60756
TOTALS.									
1 Counties, etc.....	75908	52394	66511	71652	60594	8755	319242	322506	280853
2 Cities.....	18243	8348	12328	13379	9085	2196	60163	62096	61833
3 Towns.....	17766	10303	12064	12050	9678	740	62502	62515	60756
4 Grand Total, 1890.....	111917	71045	90903	97081	79357	11691	441907	447117	403442
5 " 1889.....	111312	73313	92746	99436	80525	10693	446002	450277	398154
6 Increase.....	605					998			5288
7 Decrease.....		2268	1843	2355	1168		4095	3160	
8 Percentage.....	24	16	20	21	17	2	96	97	87

The Public Schools.

THE DIFFERENT BRANCHES OF INSTRUCTION.

Geography.		Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
61	1150	1150	1150	373	474	474	1150						
62	409	555	319	148	195	195	495						
63	222	327	222	108	108	61							
64	633	589	553	155	236	236	345						
65	310	396	310	127	127	184	396						
66	471	100	288	222	222	108							
67	265	194	151	92	94	5	194		1	1	1		
68	698	1135	948	232	223	616	1222						
69	276	276	229	26	48	113	382	15	9				
70	400	655	400	126	54	319	398				1	13	
71	393	580	276	200	200	155	580						
72	769	769	769	100	152	152	769						
73	316	294	228	84	155	48	443	28	28	28	28	28	
74	618	733	462	157	249	59	502						
75	379	646	417	121	265	639	639						
76	230	138	230	141	171	316	316	25	25	25	25	25	
77	313	380	313	75	162	313	256	15					
78	367	549	367	218	218	218	549						
79	323	266	266	80	200	266	80						
80	467	467	467	113	67	467	467						
81	317	395	236	60	110	390	390	48					
82	158	240	240	36	87	240	240						
83	630	630	630	67	67	630	630	26	26	26			
84	293	245	86	138	86	181							
85	440	231	272	170	140	439							
86	551	1124	427	180	260	565	1124	11	18	18	11		
87	533	377	533	177	232	159	377						
88	1074	1234	798	281	539	64	140						
89	386	585	386	126	254	74	51	52	9	59	52		
90	913	1863	913	237	365	237	602						
40317		43082	37102	11522	16345	20704	41025	1808	557	405	559	440	162
220609		108955	183427	77756	99877	89569	126544	10442	7370	4915	4744	4274	3703
51685		59598	48153	10078	13235	30014	58173	4587	3208	1779	487	330	528
40317		43082	37102	11522	16645	20704	41025	1808	557	405	559	440	162
312611		211635	268682	99356	129757	140287	225742	16837	11135	7099	5790	5044	4393
313748		203848	275366	97073	122284	136053	209737	17366	10933	4988	5953	5050	2549
1137		7787	6684	2283	7473	4234	26005	529	202	2111	163	6	1844
68		46	58	22	28	30	49	4	3	2	1	1	1

III.—TABLE C.—The

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	PUBLIC SCHOOL					
	TOTAL.			ANNUAL SALARIES.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
				\$	\$	\$
1 Brant	73	30	43	600	428	304
2 Bruce	212	100	112	650	394	265
3 Carleton	133	63	70	575	373	264
4 Dufferin	90	33	57	625	358	278
5 Dundas	95	41	54	600	352	256
6 Durham	114	50	64	600	389	291
7 Elgin	126	57	69	525	387	293
8 Essex	117	56	61	550	412	334
9 Frontenac	142	33	109	600	290	224
10 Glengarry	80	15	65	550	348	232
11 Grey	234	103	131	600	368	279
12 Haldimand	98	43	55	700	404	273
13 Haliburton	55	7	48	450	296	204
14 Halton	78	41	37	600	409	294
15 Hastings	187	63	124	700	376	252
16 Huron	214	130	84	700	406	282
17 Kent	128	68	60	550	400	315
18 Lambton	191	73	118	650	396	291
19 Lanark	134	29	105	600	324	207
20 Leeds and Grenville	251	67	184	700	350	228
21 Lennox and Addington	118	28	90	550	334	231
22 Lincoln	80	34	46	700	426	295
23 Middlesex	209	98	111	700	401	308
24 Norfolk	115	45	70	600	376	273
25 Northumberland	130	54	76	600	380	273
26 Ontario	132	74	58	800	400	300
27 Oxford	127	72	55	570	444	307
28 Peel	86	44	42	575	385	308
29 Perth	119	67	52	600	416	295
30 Peterborough	104	30	74	700	364	270
31 Prescott and Russell	134	34	100	1000	373	223
32 Prince Edward	85	34	51	500	364	267
33 Renfrew	147	40	107	775	319	226
34 Simcoe and West Muskoka	261	132	129	725	386	275
35 Stormont	76	17	59	450	317	250
36 Victoria and East Muskoka	196	57	139	600	373	246
37 Waterloo	122	68	54	700	447	287
38 Welland	95	34	61	800	402	286
39 Wellington	159	77	82	650	412	298
40 Wentworth	96	45	51	575	435	292
41 York	186	98	88	725	427	299
42 Districts	208	74	134	725	330	253
Total	5737	2358	3379	800	389	266

Public Schools.

TEACHERS.

CERTIFICATES.								Number of Teachers who have attended Normal Schools.
Total Number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	
1 73	1	37	1	.....	33	1	.....	36
2 212	3	52	2	.....	136	19	.....	51
3 133	2	40	1	.....	79	11	.....	39
4 90	.....	16	1	1	71	1	.....	10
5 95	1	24	3	.....	66	1	.....	23
6 114	1	47	.....	1	65	.....	.....	48
7 126	3	36	.....	10	76	1	.....	37
8 117	1	42	1	.....	63	10	.....	39
9 142	.....	16	1	3	122	.....	.....	12
10 80	.....	4	2	.....	68	6	.....	5
11 234	4	68	.....	3	156	3	.....	41
12 98	1	41	.....	.....	56	.....	.....	40
13 55	.....	2	.....	.....	50	3	.....	4
14 78	2	31	2	.....	43	.....	.....	30
15 187	1	43	.....	.....	125	18	.....	40
16 214	1	85	1	.....	127	.....	.....	83
17 128	.....	51	.....	1	76	.....	.....	40
18 191	2	57	3	5	122	2	.....	52
19 134	.....	8	2	.....	96	28	.....	7
20 251	1	27	1	1	189	32	.....	23
21 118	1	15	3	5	91	3	.....	16
22 80	5	34	.....	1	40	.....	.....	30
23 209	4	100	.....	.....	104	1	.....	95
24 115	3	24	1	6	78	3	.....	26
25 130	2	34	4	4	84	2	.....	27
26 132	4	51	2	.....	72	3	.....	47
27 127	3	41	5	12	66	.....	.....	53
28 86	3	33	.....	.....	50	.....	.....	36
29 119	1	55	.....	.....	63	.....	.....	55
30 104	1	31	1	.....	52	19	.....	27
31 134	2	21	.....	1	28	17	65	23
32 85	.....	18	1	.....	66	.....	.....	17
33 147	2	12	1	2	127	3	.....	13
34 261	1	65	.....	2	190	3	.....	49
35 76	.....	12	2	1	60	1	.....	10
36 196	.....	45	.....	.....	148	3	.....	38
37 122	4	61	1	.....	56	.....	.....	56
38 95	.....	25	11	.....	59	.....	.....	29
39 159	1	77	3	.....	78	.....	.....	71
40 96	1	43	5	.....	47	.....	.....	42
41 186	2	82	6	.....	96	.....	.....	76
42 208	1	22	2	5	163	15	.....	14
5737	65	1628	69	64	3637	209	65	1510

III.—TABLE C.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	PUBLIC SCHOOL					
	TOTAL.			ANNUAL SALARIES.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
1 Counties, etc	5737	2358	3379	\$ 800	\$ 389	\$ 266
2 Cities	986	99	887	1500	875	391
3 Towns	888	154	734	1150	652	296
4 Grand Total, 1890	7611	2611	5000	1500	423	292
5 " " 1889	7421	2658	4763	1500	421	296
6 Increase	190	.....	237	.....	2	.....
7 Decrease .....	.....	47	.....	.....	.....	4
8 Percentage .....	.....	34	66	.....	.....	.....

*There are in addition 104 Teachers holding 1st Class, and 1 holding 2nd Class

Schools.

TEACHERS.

CERTIFICATES.								Number of Teachers who have attended Normal Schools.
Total Number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	
1 5737	65	1628	69	64	3637	209	65	1510
2 986	112	717	23	7	43	6	78	821
3 888	61	519	18	12	256	16	6	529
4 7611	*238	2864	110	83	3936	231	149	2860
5 7421	247	2764	122	50	3920	217	101	2769
6 190	.....	100	.....	33	16	14	48	91
7	9	.....	12	.....	.....	.....	.....	.....
8	3	38	1½	1	52	3	2	38

Provincial Certificates employed in the Collegiate Institutes and High Schools.

IV.—TABLE D.—The

TOTALS.	TOTAL NUMBER OF SCHOOLS.			SCHOOL HOUSES.					TITLE.		SCHOOL.		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc.....	5149	5117	32	1867	486	2315	498	5166	5071	95	10726	11396	3817
2 Cities	147	147	.....	117	22	8	....	147	144	3	1897	1427	257
3 Towns	195	195	.....	138	25	32	....	195	192	3	1499	2437	501
4 Grand Total, 1890...	5491	5459	32	2122	533	2355	498	5508	5407	101	14122	15260	4575
5 " 1889...	5414	5380	34	2060	522	2351	501	5434	5329	105	13898	14967	4684
6 Increase.....	77	79	.....	62	11	4	....	74	78	....	224	293	.....
7 Decrease .....	.....	.....	2	.....	.....	.....	3	.....	.....	4	.....	.....	109
8 Percentage .....	.....	90.40	.60	39	10	42	9	.....	98	2	16	18	5

Public Schools.

VISITS.		MAPS.		EXAMINATIONS, PRIZES.		LECTURES.			TREES.	PRAYERS.				TIME OPEN.
Other persons.	Total.	Number of Schools using Maps.	Total Number of Maps.	Number of Examinations.	Number of Schools distributing Prizes.	Inspectors.	Other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number opened and closed with Prayer.	Number using Bible.	Number imparting Religious Instruction (Reg. 206.)	Average Number of legal Teaching days open.
1 44782	70721	4892	39001	3904	898	237	191	428	21237	3344	4957	2018	421	208
2 2816	6397	147	6044	68	106	4	6	10	526	88	147	57	51	206
3 4617	9054	195	4710	195	42	33	38	71	487	132	180	138	24	206
4 52215	86172	5234	49755	4167	1046	274	235	509	22250	3564	5234	2213	496	208
5 45587	79136	5160	44140	4199	940	255	197	452	21281	3391	5213	2121	473	208
6 6628	7036	74	5615	.....	106	19	38	57	969	173	71	.....	23	.....
7 .....	.....	.....	.....	32	.....	.....	.....	.....	.....	.....	.....	8	.....	.....
8 61	.....	96	.....	.....	19	53	47	.....	.....	66	97	41	9	.....

V.—TABLE E.—The

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	RECEIPTS.			
	For Teachers' Sal- aries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserves Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant	1934 00	27459 97	18790 42	48184 39
2 Bruce	6847 00	79330 87	26314 05	112491 92
3 Carleton	4329 00	51794 61	14458 75	70582 36
4 Dufferin	4556 00	33772 79	12059 18	50387 97
5 Dundas	2552 00	29940 01	28248 93	60740 94
6 Durham	2971 50	41611 31	11310 02	55892 83
7 Elgin	3599 00	57703 59	22522 29	83824 88
8 Essex	4210 00	52393 65	17480 47	74084 12
9 Frontenac	2552 00	33556 42	10957 59	47466 01
10 Glengarry	2465 00	22501 55	4501 52	29468 07
11 Grey	6606 00	82178 68	28110 16	116894 84
12 Haldimand	3020 00	36321 96	15563 50	54895 46
13 Haliburton	3197 00	7748 91	3943 18	14889 09
14 Halton	2193 00	27968 65	12175 60	42337 25
15 Hastings	6124 54	56891 82	20080 01	83096 37
16 Huron	6387 00	81352 80	25231 61	112971 41
17 Kent	3924 78	51980 63	30765 23	86670 64
18 Lambton	4909 00	75625 88	30047 44	110582 32
19 Lanark	3119 00	34686 19	9622 42	47427 61
20 Leeds and Grenville	5570 00	64968 74	21847 86	92386 60
21 Lennox and Addington	3045 00	28981 77	10338 02	42364 79
22 Lincoln	2418 00	31282 28	17052 03	50752 31
23 Middlesex	7047 00	86976 66	29237 21	123260 87
24 Norfolk	3378 00	41963 66	19069 01	64410 07
25 Northumberland	3914 00	47598 88	19567 33	71080 21
26 Ontario	4766 00	55197 80	14515 46	74479 26
27 Oxford	3860 00	55587 29	24932 70	84379 99
28 Peel	2477 00	32056 63	14891 70	49425 33
29 Perth	3777 00	50939 11	19191 63	73907 74
30 Peterborough	2977 00	32343 92	9338 34	44659 26
31 Prescott and Russell	4500 00	38024 52	16575 25	59099 77
32 Prince Edward	1985 00	25198 29	8905 67	36088 96
33 Renfrew	7162 00	38338 29	11761 38	57261 67
34 Simcoe and West Muskoka	7272 00	87688 41	38765 67	133726 08
35 Stormont	1976 00	23432 77	2159 00	27567 77
36 Victoria and East Muskoka	5263 00	52264 94	15468 43	72996 37
37 Waterloo	3588 00	52070 77	44188 55	99847 32
38 Welland	2691 00	33705 32	17919 18	54315 50
39 Wellington	5165 00	64208 61	20368 85	89742 36
40 Wentworth	3118 00	36872 86	16426 12	56416 98
41 York	5585 00	78260 73	54088 19	137933 92
42 Districts	23141 55	51957 05	15863 49	90962 09
Total	190571 37	1994738 89	804643 44	2989953 70
CITIES.				
1 Belleville	1016 00	11920 12	54 96	12991 08
2 Brantford	1558 00	27500 00	6616 75	35674 75
3 Guelph	1097 00	15708 96	98 25	16899 21
4 Hamilton	4957 00	86965 73	62699 68	154622 41
5 Kingston	1912 00	24393 60	2586 95	28892 55
6 London	3082 00	51545 29	55164 17	109791 46
7 Ottawa	2413 00	75083 00	8227 39	85723 39
8 St. Catharines	962 00	13888 18	8611 96	23462 14
9 St. Thomas	1311 00	11764 23	1998 10	15073 33
10 Stratford	1112 00	20010 00	359 03	21481 03
11 Toronto	17714 00	463573 00	61746 59	543033 59
Total	37134 00	802347 11	208163 83	1047644 94

Public Schools.

EXPENDITURE.											
For Teachers' Salaries.		For Sites and building School-houses.		For Maps, Apparatus, Prizes and Libraries.		For Rent and Repairs, Fuel, and other expenses.		Total Expenditure for all Public School purposes.		Balances.	Cost per Pupil.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	25613 79	7052 56	347 81	7060 20	40074 36	8110 03	9 68				
2	69914 94	8483 76	571 73	15546 48	94516 91	17975 01	6 17				
3	42173 65	12447 85	791 94	7862 97	63276 41	7305 95	7 92				
4	27270 25	7989 52	390 82	6632 71	42283 30	8104 67	7 44				
5	25664 24	18497 09	202 31	12333 76	56697 40	4043 54	10 81				
6	37940 72	2162 08	293 95	7429 74	47831 49	8061 34	7 82				
7	41991 20	18211 39	452 51	9631 12	70286 22	13538 66	9 39				
8	43483 48	5503 66	919 20	11955 65	61861 99	12222 13	7 16				
9	31214 60	2492 88	426 58	6156 35	40290 41	7175 60	6 56				
10	21102 43	993 57	160 71	3811 08	26067 79	3400 28	5 92				
11	74709 00	15971 51	630 19	12522 46	103833 16	13061 68	6 72				
12	31558 21	3774 86	175 43	7068 19	42576 69	12318 77	7 71				
13	9012 42	1716 99	101 56	1715 67	12546 64	2342 45	7 67				
14	27689 07	1327 10	149 74	5567 92	34733 83	7603 42	7 89				
15	53653 82	9153 16	275 60	8996 42	72079 00	11017 37	7 69				
16	75722 44	8292 23	981 18	14673 54	99669 39	13302 02	6 89				
17	45768 28	6441 32	1136 50	15219 06	68565 16	18105 48	7 65				
18	61763 72	9434 89	583 60	18712 91	90495 12	20087 20	7 92				
19	31976 11	1982 41	410 02	6164 78	40533 32	6894 29	7 28				
20	61419 14	6160 06	369 45	10710 23	78658 88	13727 72	6 90				
21	28796 92	1820 88	210 06	6619 62	37447 48	4917 31	7 48				
22	27762 35	3741 09	152 84	6371 94	38028 22	12724 09	8 68				
23	75009 61	9927 30	443 98	16843 91	102224 80	21036 07	8 12				
24	36544 48	4522 44	401 12	6270 67	47738 71	16671 36	6 49				
25	40748 53	10148 95	421 27	10752 40	62071 15	9009 06	8 37				
26	49293 09	2116 96	660 64	11483 34	63554 03	10925 23	7 00				
27	48569 88	1550 92	526 07	10281 42	60928 29	23451 70	7 33				
28	29948 72	3046 14	213 69	7482 95	40691 50	8733 83	7 51				
29	44471 93	7806 51	207 30	9404 43	61890 17	12017 57	7 46				
30	29866 45	3531 18	704 10	5393 09	39494 82	5164 44	6 75				
31	35660 30	7356 51	256 23	6015 76	49288 80	9810 97	6 48				
32	24583 40	1790 67	124 69	4179 19	30677 95	5411 01	8 13				
33	36868 39	3133 86	650 03	6446 68	47098 96	10162 71	5 65				
34	84397 68	12837 73	1435 09	16429 08	115099 58	18626 50	6 57				
35	19613 45	3050 57	120 22	2879 17	25663 41	1904 36	5 88				
36	51811 43	3479 33	455 85	11563 71	67310 32	5686 05	7 16				
37	45388 45	15977 05	618 70	10441 83	72426 03	27421 29	9 53				
38	30869 63	2658 85	193 80	6846 40	40568 68	13746 82	7 32				
39	56208 24	5089 43	1027 18	12158 21	74483 06	15259 30	7 00				
40	34606 35	1803 93	403 52	7435 53	44249 33	12167 65	7 40				
41	66970 80	17669 07	1442 09	16016 26	102098 22	35835 70	8 15				
42	49083 92	9534 25	374 48	10510 55	69503 20	21458 89	7 41				
1786715 51		280682 51	20418 78	391597 38	2479414 18	510539 52	7 38				
1	9539 10	.....	.....	3224 50	12763 60	227 48	7 45		
2	12634 63	10017 00	1470 85	6899 24	31021 72	4653 03	11 91				
3	10688 67	205 00	246 32	3686 71	14826 70	2072 51	7 70				
4	65517 90	37455 58	6950 72	44613 76	154537 96	84 45	18 05				
5	16941 06	1885 90	400 00	9662 15	28889 11	3 44	10 10				
6	33697 11	40776 58	50 85	8932 59	83457 13	26334 33	13 15				
7	29207 83	17314 98	1185 97	19281 48	66990 26	18733 13	17 11				
8	12190 68	5892 50	.....	2869 94	20953 12	2509 02	13 04			
9	10735 14	9487 96	13 00	2486 82	13234 96	1838 37	5 98				
10	8916 15	14380 41	.....	3029 27	21433 38	47 65	11 82			
11	226524 84	143180 41	823 41	100562 41	471091 07	71942 52	15 70				
436593 11		266215 91	11141 12	205248 87	919199 01	128445 93	14 46				

V.—TABLE E.—

TOWNS.	RECEIPTS.			
	For Teachers' Salaries (Legislative Grant.)	Municipal Grants and Assessments.	Clergy Reserves Fund, Balances and other sources.	Total Receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte	317 00	3305 95	4299 10	7922 05
2 Amherstburg	136 00	2290 00	1232 02	3658 02
3 Aurora	259 00	2800 00	1575 83	4634 83
4 Aylmer	293 00	4152 45	4256 58	8702 03
5 Barrie	749 00	6421 02	169 25	7339 27
6 Berlin	890 00	13424 43	507 02	14821 45
7 Blenheim	200 00	2010 16	828 89	3039 05
8 Bothwell	111 00	111 00	2468 44	2690 44
9 Bowmanville	456 00	5350 00	1617 71	7423 71
10 Bracebridge	288 00	2659 84	1141 16	4089 00
11 Brampton	560 00	4400 00	762 98	5722 98
12 Brockville	828 00	11500 00	10668 92	22996 92
13 Carleton Place	506 00	8177 89	135 56	8819 45
14 Chatham	1043 00	13558 38	2413 29	17014 67
15 Clinton	496 00	3100 00	337 62	3933 62
16 Cobourg	593 00	4450 00	1307 13	6350 13
17 Collingwood	630 00	6170 00	1363 06	8163 06
18 Cornwall	467 00	4285 00	849 80	5601 80
19 Deseronto	334 00	2720 00	534 90	3583 90
20 Dresden	250 00	3250 00	3641 66	7141 66
21 Dundas	335 00	7478 58	114 07	7927 65
22 Durham	291 00	3700 00	105 20	4096 20
23 Essex	280 00	2608 31	445 21	3333 52
24 Forest	354 00	2600 00	738 29	3692 29
25 Galt	984 00	8103 43	836 98	9924 41
26 Gananoque	592 00	5032 40	757 77	6382 17
27 Goderich	571 00	4735 04	502 43	5808 47
28 Gore Bay	123 50	563 28	1065 49	1752 27
29 Gravenhurst	274 00	4799 87	27 44	5101 31
30 Harriston	234 00	2457 00	96 81	2787 81
31 Ingersoll	689 00	5638 00	969 43	7296 43
32 Kincardine	518 00	4500 00	208 47	5226 47
33 Leamington	196 00	5048 19	13421 76	18665 95
34 Lindsay	641 00	7910 00	3214 76	11765 76
35 Listowel	373 03	3227 00	5 00	3605 00
36 Little Current	123 75	416 00	930 96	1470 71
37 Meaford	412 00	2950 00	210 98	3572 98
38 Midland	270 00	282 51	3297 36	3849 87
39 Milton	320 00	3558 60	644 06	4522 66
40 Mitchell	426 00	2599 00	554 82	3579 82
41 Mount Forest	445 00	3478 00	681 82	4604 82
42 Napanee	532 00	4250 00	314 48	5096 48
43 Newmarket	344 00	2300 00	2195 63	4839 63
44 Niagara	148 00	1450 00	13 36	1611 36
45 Niagara Falls	283 00	5286 64	3267 18	8836 82
46 North Bay	98 00	1505 36	205 50	1808 86
47 North Toronto	112 00	3854 10	3803 38	7769 48
48 Oakville	167 00	2220 73	75 63	2463 36
49 Orangeville	646 00	4000 00	631 70	5277 70
50 Orillia	445 00	6000 00	2075 72	8520 72
51 Oshawa	455 00	5038 75	428 92	5922 67
52 Owen Sound	966 00	12800 00	302 36	14068 36
53 Palmerston	228 00	2029 12	.....	2257 12
54 Paris	341 00	4661 85	2875 39	7878 24
55 Parkhill	165 00	2700 00	170 60	3035 60
56 Parry Sound	314 00	3700 00	50 00	4064 00
57 Pembroke	293 00	3375 47	420 73	4089 20
58 Penetanguishene	308 00	1694 72	1150 60	3153 32
59 Perth	520 00	4987 83	2212 19	7720 02

The Public Schools.

EXPENDITURE.							
	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Cost per Pupil.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	3003 70			1682 81	4686 51	3235 54	8 90
2	1836 41	37 92	15 36	1500 88	3390 57	267 45	10 24
3	2175 00	304 51		353 57	2833 08	1801 75	6 71
4	3097 36	960 78	73 45	4239 61	8371 20	330 83	15 30
5	5736 61		23 50	1579 16	7339 27		7 28
6	7033 52	5155 80	106 07	2526 06	14821 45		11 42
7	2196 64			842 41	3039 05		6 91
8	1153 02			184 17	1837 19	1353 25	5 71
9	4859 19	1094 52	109 34	1062 16	7125 21	298 50	9 06
10	2060 00			2028 60	4088 60	40	7 25
11	4080 22			1302 59	5382 81	340 17	7 50
12	8915 35	9795 45		4085 61	22796 41	200 51	15 98
13	3592 11	67 52	20 75	1172 17	4852 55	3966 90	5 64
14	9832 06			4765 25	14597 31	2417 36	7 43
15	3059 45		34 75	693 55	3787 75	145 87	6 25
16	3970 00	532 50	95 21	1053 12	5650 83	699 30	7 96
17	5543 73	550 00	64 00	1908 16	8065 89	97 17	5 86
18	3225 15		46 15	1610 23	4881 53	720 27	6 92
19	2348 87	400 53		563 61	3313 01	275 89	4 95
20	2719 30		47 60	439 87	3206 77	3934 89	6 02
21	3169 57	47 46		1049 17	4266 20	3661 45	8 05
22	2011 27	1600 00		341 01	3952 28	143 92	10 83
23	1879 80	93 46	8 75	1287 80	3269 81	63 71	7 64
24	2310 00	220 00		734 99	3264 99	427 30	7 42
25	7649 17		148 04	2108 42	9905 63	18 78	9 14
26	3850 00		58 93	1520 79	5429 72	952 45	6 79
27	3965 00			1843 47	5808 47		7 18
28	824 38	249 75	10 00	617 71	1701 84	50 43	6 72
29	2230 00	493 78	106 29	2197 96	5028 03	73 28	9 14
30	2083 00		23 58	619 03	2725 61	62 20	5 37
31	5159 98			1831 57	6991 55	304 88	7 76
32	3937 39			1117 95	5055 34	171 13	6 61
33	2220 08	6710 00	4 00	663 74	9597 82	9068 13	19 67
34	6578 47	2135 44		2009 98	10723 89	1041 87	10 64
35	3025 00			560 42	3585 42	19 58	5 71
36	683 75	213 60	84 82	120 69	1102 86	367 85	5 30
37	2929 30			550 11	3479 41	93 57	6 33
38	2402 53		306 57	1082 17	3791 27	58 60	5 61
39	2250 00	371 50	14 58	380 33	3016 41	1506 25	7 15
40	2830 00		25 00	621 93	3476 93	102 89	6 91
41	2750 00	739 23		964 62	4453 85	150 97	7 40
42	3711 17			1361 06	5072 23	24 25	6 63
43	2295 33		31 89	453 36	2780 58	2059 05	6 66
44	1300 00			288 67	1588 67	22 69	6 43
45	3268 00	426 65	98 00	1916 77	5709 42	3127 40	10 45
46	1340 28			409 24	1749 52	59 34	5 24
47	1947 38	204 73	24 95	5153 75	7330 81	438 67	16 04
48	1601 10	47 67		529 84	2178 61	284 75	6 45
49	3755 10	958 61		390 62	5104 33	173 37	7 27
50	5039 34	650 00	179 10	2652 28	8520 72		7 17
51	4400 00		11 00	1507 80	5918 80	3 87	6 82
52	5794 00	6272 64		1876 25	13942 89	125 47	9 22
53	1850 00			407 12	2257 12		4 91
54	3098 07	319 42	15 69	798 69	4231 87	3646 37	7 07
55	2024 67			737 08	2761 75	273 85	8 45
56	2029 18			1181 54	3210 72	853 28	6 32
57	3150 00		42 85	748 97	3941 82	147 38	6 69
58	1987 00	356 35	11 30	230 75	2585 40	567 92	5 20
59	3601 75	759 31		3244 88	7605 94	114 08	14 46

V.—TABLE E.—The

TOWNS.	RECEIPTS.			
	For Teachers' Sal- aries (Legislative Grant.)	Municipal Grants and Assessments.	Clergy Reserves Fund, Balances and other sources.	Total Receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
60 Peterborough.....	758 00	11965 00	19288 18	32011 18
61 Petrollea.....	510 00	8200 00		8710 00
62 Picton.....	484 00	4884 04	650 44	6018 48
63 Port Arthur.....	460 00	3805 15	143 16	4408 31
64 Port Hope.....	793 00	6761 95	150 00	7704 95
65 Prescott.....	378 00	2740 75	148 39	3267 14
66 Ridgetown.....	243 00	2900 00	12 50	3155 50
67 Sandwich.....	154 00	157 00	2295 93	2606 93
68 Sarnia.....	792 00	6000 00	1031 11	7823 11
69 Sault Ste. Marie.....	122 00	2560 00	1467 37	4149 37
70 Seaforth.....	325 00	3450 00	1064 77	4839 77
71 Simcoe.....	535 00	3479 89	388 25	4403 14
72 Smith's Falls.....	414 00	6788 73	81 85	7284 58
73 Stayner.....	90 00	1439 65	1166 17	2695 82
74 St. Mary's.....	372 00	3770 00	826 38	4968 38
75 Strathroy.....	571 00	5150 00	224 53	5945 53
76 Thornbury.....	148 00	2077 87	360 68	2586 55
77 Thorold.....	215 00	2356 49	303 72	2875 21
78 Tilsonburg.....	266 00	3181 36	377 48	3824 94
79 Trenton.....	370 00	4720 00	15 00	5105 00
80 Uxbridge.....	244 00	2933 00	826 74	4003 74
81 Walkerton.....	523 00	3352 02	2969 21	6844 23
82 Walkerville.....	129 80	130 80	3059 20	3319 80
83 Wallaceburg.....	240 22	2417 36	899 54	3557 12
84 Waterloo.....	348 00	4200 00	716 42	5264 42
85 Welland.....	388 00	1958 50	824 59	3171 09
86 West Toronto.....	497 00	9491 41	68383 35	78371 76
87 Whitby.....	480 00	4707 08	79 70	5266 78
88 Windsor.....	1405 00	41694 57	290 34	43389 91
89 Wingham.....	238 00	2812 00	162 04	3212 04
90 Woodstock.....	1253 20	10433 85	1783 11	13470 16
Total.....	37969 47	428194 37	199123 55	665287 39
TOTALS.				
1 Counties, etc.....	190571 37	1994738 89	804643 44	2989953 70
2 Cities.....	37134 00	802347 11	208163 83	1047644 94
3 Towns.....	37969 47	428194 37	199123 55	665287 39
4 Grand Total, 1890.....	265674 84	3225280 37	1211930 82	4702886 03
5 " 1889.....	258883 81	3153309 19	1171564 40	4583757 40
6 Increase.....	6791 03	71971 18	40366 42	119128 63
7 Decrease.....				
8 Percentage.....	5.64	68.58	25.78	

Public Schools.

EXPENDITURE.								
For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Cost per Pupil.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
60 9704 92	5141 18	72 00	16968 87	31886 97	124 21	20 63		
61 5102 31	471 39	167 69	2794 40	8535 79	174 21	7 42		
62 3598 98	1468 47	24 51	918 62	6010 58	7 90	10 83		
63 2554 74		21 50	1802 61	4378 85	29 46	11 29		
64 6499 82			1205 13	7704 95		7 45		
65 2775 00			477 52	3252 52	14 62	8 21		
66 2525 00	2 14		405 46	2932 60	222 90	5 63		
67 1699 84		14 00	893 09	2606 93		8 28		
68 5492 50			2231 12	7723 62	99 49	6 32		
69 2045 87	912 76	14 68	645 47	3618 78	530 59	9 47		
70 3160 00	750 00	30 00	614 40	4554 40	285 37	6 95		
71 3190 38	190 02		803 53	4183 93	219 21	7 21		
72 2914 28	2979 25		1205 39	7098 92	185 66	9 23		
73 1650 00	17 30	10 00	916 97	2594 27	101 55	5 85		
74 3339 04			1140 28	4479 32	489 06	4 69		
75 4964 18			981 35	5945 53		8 27		
76 1550 00		17 25	858 45	2425 70	160 85	7 68		
77 2194 07		42 35	619 56	2855 98	19 23	6 25		
78 2721 59		73 10	580 97	3375 66	449 18	6 15		
79 3462 04	94 70	711 80	299 91	4568 45	536 55	6 29		
80 2695 33	100 00	33 67	1174 74	4003 74		8 58		
81 3292 25	99 90	11 65	2551 28	5955 08	889 15	9 44		
82 1600 00		11 25	1063 58	2674 83	644 97	11 15		
83 2781 20			729 89	3511 09	46 03	5 57		
84 3434 40			858 55	4292 95	971 47	7 48		
85 2350 13	9 40		793 83	3153 36	17 73	5 81		
86 5951 16	33176 72	1955 72	36029 67	77113 27	1258 49	68 60		
87 4213 00			1053 78	5266 78		9 88		
88 10972 11	26958 61		5452 28	43883 00	6 91	20 60		
89 2496 53			700 67	3197 20	14 84	5 45		
90 9138 25		1110 73	3142 60	13391 58	78 58	7 19		
317437 67	114140 97	6163 42	169620 09	607362 13	56925 24	9 70		
1 1786715 51	280682 51	20418 78	391597 38	2479414 18	510539 52	7 38		
2 436593 11	266215 91	11141 12	205248 87	919199 01	128445 93	14 46		
3 317437 67	114140 97	6163 42	169620 09	607362 15	57925 24	9 70		
4 2540746 29	661039 39	37723 32	766466 34	4005975 34	696910 69	8 67		
5 2431323 11	773194 55	28993 58	720564 00	3954075 24	629682 16	8 44		
6 109423 18		8729 74	45902 34	51900 10	67228 53	23		
7	112155 16							
8 63.42	16.50	.94	19.14					

VI.—TABLE F.—The Roman

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	Number of Schools.	RECEIPTS.				EXPENDI		
		Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Sup- porters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Bruce	3	125 50	1024 65	408 44	1558 59	721 00	30 75	16 65
2 Carleton	12	370 00	3106 95	2852 17	6329 12	2554 75	2771 02	51 51
3 Essex	5	166 50	2562 42	718 41	3447 33	1915 65	470 35	27 80
4 Frontenac	5	126 50	1372 60	689 63	2188 73	1346 00	14 00	8 40
5 Glengarry	6	409 00	2327 11	279 40	3015 51	2075 00	132 00	6 75
6 Grey	7	341 50	1937 80	877 21	3156 51	1947 50	415 00	.....
7 Hastings	1	8 50	200 70	143 66	352 86	250 00	83 67	.....
8 Huron	4	88 50	1548 43	509 58	2146 51	1275 00	.....	4 00
9 Kent	5	214 50	2612 60	373 64	3200 74	1965 00	125 14	26 25
10 Lambton	2	48 00	595 00	100 49	743 49	565 00	7 00	2 20
11 Lanark	1	9 00	95 00	43 50	147 50	108 00	.....	.....
12 Leeds and Grenville ..	5	224 50	976 60	502 86	1703 96	1084 25	35 00	.....
13 Lennox & Addington ..	2	58 50	452 08	57 48	568 06	416 00	80 73	29 90
14 Lincoln	2	74 50	990 00	265 71	1330 21	800 00	240 00	16 00
15 Middlesex	4	159 50	1171 40	278 90	1609 80	1130 00	150 97	.....
16 Norfolk	1	23 00	484 20	214 67	721 87	265 00	200 91	5 00
17 Northumberland	5	165 50	1226 97	322 93	1715 40	1054 86	46 00	10 00
18 Ontario	1	58 00	100 74	709 86	868 60	370 00	248 42	.....
19 Peel	1	15 50	160 65	107 50	283 65	250 00	.....	.....
20 Perth	4	142 50	1310 56	354 81	1807 87	1090 87	180 40	7 15
21 Peterborough	2	69 00	468 97	59 99	597 96	440 00	.....	1 40
22 Prescott and Russell ..	34	1424 50	8866 44	5120 16	15411 10	8692 28	1335 18	195 85
23 Renfrew	6	384 00	3805 27	2175 66	6364 93	3501 50	495 75	66 39
24 Simcoe	3	125 00	1118 00	351 67	1594 67	885 00	.....	10 97
25 Stormont	4	225 50	1396 75	288 76	1911 01	1440 00	133 51	14 58
26 Waterloo	7	360 00	3030 36	2302 81	5693 17	2710 00	985 83	61 63
27 Welland	2	83 50	529 86	132 60	745 96	536 55	.....	17 65
28 Wellington	8	397 50	3698 02	1016 34	5111 86	2381 00	1375 35	33 55
29 Wentworth	1	63 50	175 00	103 83	342 33	270 00	30 00	14 81
30 York	2	48 00	263 89	274 13	586 02	475 00	.....	.....
31 Districts	9	512 00	4231 90	714 44	5458 34	2954 25	618 15	164 40
Total	154	6521 50	51840 92	22351 24	80713 66	45469 46	10205 13	792 84
CITIES.								
1 Belleville	4	248 50	1306 71	1037 97	2593 18	1448 82	39 53	15 00
2 Brantford	1	160 50	1515 34	230 21	1906 05	1050 00	.....	10 50
3 Guelph	3	210 50	2693 95	368 08	3272 53	1700 00	705 00	10 00
4 Hamilton	6	775 00	23260 94	1772 62	25808 56	3323 53	15479 38	1343 70
5 Kingston	5	502 00	4150 00	168 43	4820 43	3247 50	.....	274 34
6 London	4	406 50	3022 36	241 96	3670 82	1936 25	450 00	136 02
7 Ottawa	17	2546 50	24365 00	48460 73	75372 23	17647 82	45250 00	350 00
8 Stratford	2	174 50	1960 89	267 70	2403 09	1460 00	539 12	11 25
9 St. Catharines	4	274 00	3696 96	509 47	4480 43	2100 00	1287 50	.....
10 St. Thomas	1	145 50	1269 77	138 58	1553 85	800 00	.....	10 00
11 Toronto	13	2356 00	29800 90	16426 27	48583 17	16194 06	14381 72	1764 90
Total	60	7799 50	97042 82	69622 02	174464 34	50907 98	78132 25	3925 71

T U R E.						P U P I L S.			A T T E N D A N C E.											
Amount paid for all other purposes.		Total amount expended.		Balances.		Number of Pupils.			Average attendance.										Cost per Pupil.	
\$	c.	\$	c.	\$	c.		Boys.	Girls.		Percentage of Average to total Attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to whole year.	\$	c.		
1	349 12	1117 52	441 07	338	189	149	210	62	15	32	59	65	119	48			3	30		
2	542 21	5919 49	409 63	713	346	367	288	41	108	149	188	173	93	2			8	30		
3	809 30	3223 10	224 23	418	214	204	179	43	43	61	104	103	97	10			7	71		
4	432 17	1800 57	388 16	264	127	137	116	44	32	41	57	68	56	10			6	82		
5	518 73	2732 48	283 03	605	298	307	286	47	60	112	102	187	102	42			4	51		
6	277 39	2639 89	516 62	325	183	142	128	39	43	73	87	62	57	3			8	12		
7	19 19	352 86	.....	36	21	15	16	45	6	5	7	7	6	5			9	81	
8	789 19	2068 19	78 32	187	103	84	99	53	15	32	28	45	62	5			11	05		
9	228 06	2344 45	856 29	378	206	172	176	47	19	64	102	103	82	8			6	20		
10	93 65	667 85	75 64	117	69	48	50	43	12	23	29	25	27	1			5	71		
11	4 55	112 55	34 95	26	12	14	10	39	9	8	9	.....	.....	.....			4	31
12	169 43	1288 68	415 28	237	115	122	116	49	16	40	62	44	47	28			5	44		
13	26 13	552 76	15 30	67	36	31	28	42	13	9	16	18	11	.....			8	25	
14	192 76	1248 76	81 45	173	104	69	99	57	4	22	30	35	74	8			7	22		
15	118 92	1399 89	209 91	164	94	70	79	48	9	20	42	35	49	9			8	53		
16	68 87	539 78	182 09	76	41	35	30	40	14	11	20	17	14	.....			7	11	
17	294 95	1405 81	309 59	199	108	91	99	50	15	40	54	41	49	.....			7	06	
18	104 24	722 66	145 94	93	50	43	52	56	1	16	17	23	30	6			7	76		
19	33 06	283 06	59	44	20	24	15	34	6	8	12	11	7	.....			6	43	
20	445 99	1724 41	83 46	224	111	113	112	50	14	34	50	66	57	3			7	70		
21	52 88	494 28	103 68	63	35	28	40	64	8	7	11	21	16	.....			7	84	
22	1523 07	11746 38	3664 72	3148	1593	1555	1428	45	269	536	832	655	695	131			3	73		
23	1089 89	5153 53	1211 40	977	488	489	547	56	55	125	255	205	251	86			5	28		
24	392 85	1288 82	305 85	206	105	101	115	56	10	36	44	53	43	20			6	25		
25	313 38	1901 47	9 54	364	191	173	185	51	35	58	89	72	97	13			5	22		
26	769 19	4526 65	1166 52	664	354	310	357	54	35	116	108	156	185	64			6	82		
27	123 64	677 84	68 12	139	69	70	70	50	11	12	34	24	55	3			4	89		
28	1082 35	4872 25	239 61	585	325	260	324	55	15	69	126	144	200	31			8	33		
29	27 52	342 33	.....	33	21	12	12	37	6	6	11	5	5	.....			10	36
30	98 46	573 46	12 56	138	83	55	65	47	9	16	41	37	35	.....			4	15	
31	1312 06	5048 86	409 48	968	509	459	409	42	99	148	205	239	247	30			5	21		
12303 20		68770 63	11943 03	11969	6220	5749	5660	47	1006	1929	2831	2769	2868	566			5	75		
1	1039 41	2542 76	50 42	445	227	218	216	49	39	71	122	101	99	13			5	71		
2	459 51	1520 01	386 04	249	116	133	164	66	8	20	55	86	80	.....			6	10	
3	857 53	3272 53	.....	430	241	189	232	54	15	62	111	119	123	.....			7	61
4	3602 84	23749 45	2059 11	1764	870	894	949	54	79	216	639	414	416	.....			13	46	
5	1245 36	4767 20	53 23	965	486	479	538	56	43	116	219	179	408	.....			4	94	
6	879 65	3401 92	268 90	737	375	362	441	60	19	70	137	165	306	40			4	62		
7	11961 72	75209 51	162 69	4955	2500	2455	2781	56	315	708	1343	868	1208	513			15	18		
8	125 00	2135 37	267 72	316	160	156	219	69	1	25	57	107	123	3			6	75		
9	1087 02	4474 52	5 91	477	273	204	302	63	13	40	114	91	210	9			9	38		
10	392 00	1202 00	351 85	213	101	112	163	76	1	1	20	52	139	.....			5	64	
11	16242 49	48583 17	.....	4410	2309	2101	2259	51	325	602	1034	835	1509	105			11	02	
37892 53		170858 47	3605 87	14961	7658	7303	8264	55	858	1931	3851	3017	4621	683			11	42		

VI.—TABLE F.—The Roman

TOWNS.	Number of Schools.	RECEIPTS.				EXPENDI		
		Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to Teachers.	Amounts paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte	1	90 00	1151 90	1350 53	2592 43	917 00	148 28	.....
2 Amherstburg	2	142 00	1546 79	1068 00	2756 79	1450 01	826 32	6 85
3 Barrie	1	109 00	1088 48	581 78	1779 26	1000 00	20 00	.....
4 Berlin	2	159 50	1737 50	880 61	2777 61	1200 00	978 87	48 63
5 Brockville	3	248 00	2210 00	799 76	3287 76	1850 00	51 00	71 19
6 Chatham	1	143 50	1804 84	656 85	2605 19	2025 00	.....	.....
7 Cobourg	1	147 50	800 00	11 74	959 24	800 00	.....	.....
8 Cornwall	3	439 50	2928 48	166 04	3534 02	2364 00	.....	.....
9 Dundas	2	153 00	947 47	495 41	1595 88	790 30	.....	11 35
10 Galt	1	60 50	357 80	108 61	526 91	330 00	.....	21 00
11 Goderich	1	63 50	260 00	142 00	465 50	400 00	.....	.....
12 Ingersoll	2	93 00	657 06	236 02	986 08	600 00	116 35	15 01
13 Lindsay	2	251 00	2704 00	807 55	3762 55	2137 50	.....	53 77
14 Newmarket	1	36 50	352 68	122 58	511 76	150 00	40 00	1 00
15 Niagara Falls	1	87 00	751 37	523 60	1361 97	600 00	.....	70 00
16 Oakville	1	35 00	210 00	67 00	312 00	290 00	.....	.....
17 Orillia	1	95 00	1455 37	1552 21	3102 58	935 00	749 47	.....
18 Oshawa	1	62 50	626 76	40 51	729 77	500 00	.....	6 60
19 Owen Sound	1	60 50	623 08	398 72	1082 30	350 00	165 40	20 00
20 Paris	1	59 50	38 66	395 24	493 40	400 00	.....	.....
21 Parkhill	1	31 00	314 25	36 40	381 65	302 50	10 50	22 00
22 Pembroke	1	236 50	3164 10	471 46	3872 06	2163 00	119 27	.....
23 Perth	1	106 00	594 00	.....	700 00	675 00	.....	.....
24 Peterborough	3	373 00	3446 73	58 74	3878 47	2551 00	73 67	26 80
25 Picton	1	43 00	667 27	104 10	814 37	400 00	.....	.....
26 Port Arthur	1	186 50	1026 27	532 92	1746 69	1285 00	83 27	.....
27 Prescott	1	133 50	876 96	402 25	1412 71	1020 00	.....	.....
28 Sarnia	2	81 50	1030 00	319 00	1430 50	975 00	.....	.....
29 Sault Ste. Marie	1	98 00	327 16	364 27	789 43	600 00	68 75	.....
30 St. Mary's	1	40 00	607 85	97 72	745 57	350 00	.....	.....
31 Thorold	2	127 00	589 23	1354 15	2070 38	916 52	.....	.....
32 Trenton	1	308 00	2244 00	2148 73	4700 73	1676 66	211 08	.....
33 Whitby	1	31 50	350 00	81 86	413 36	250 00	.....	.....
Total	45	4331 50	37490 06	16326 36	58147 92	32253 49	3662 23	374 20
TOTALS								
1 Counties, etc	154	6521 50	51840 92	22351 24	80713 66	45469 46	10205 13	792 84
2 Cities	60	7799 50	97042 82	69622 02	174464 34	50907 98	78132 25	3925 71
3 Towns	45	4331 50	37490 06	16326 36	58147 92	32253 49	3662 23	374 20
4 Grand Total, 1890	259	18652 50	186373 80	108299 62	313325 92	128630 93	91999 61	5092 75
5 do 1889	243	17421 19	189126 83	60756 47	267304 49	122522 11	55856 98	3128 51
6 Increase	16	1231 31	.....	47543 15	46021 43	6108 82	36142 63	1964 24
7 Decrease .....	.....	.....	2753 03	.....	.....	.....	.....	.....
8 Percentage .....	.....	6	60	34	.....	44	32	2

Catholic Separate Schools.

TURE.						PUPILS.			ATTENDANCE.																
Amount paid for all other purposes.		Total amount expended.		Balances.		Number of Pupils.		Average attendance.		Percentage of Average to Total Attendance.		Less than 20 days during the year.		20 to 50 days.		51 to 100 days.		101 to 150 days.		151 to 200 days.		201 days to whole year.		Cost per Pupil.	
\$	c.	\$	c.	\$	c.		Boys.	Girls.																\$	c.
1	1391 33	2456 61		135 82		201	90	111	113	56	12	25	47	34	78	5							12	22	
2	401 50	2684 68		72 11		306	138	168	182	60	12	31	52	64	133	14							8	77	
3	151 29	1171 29		607 97		225	110	115	144	64	8	20	37	37	70	53							5	20	
4	276 20	2503 70		273 91		329	172	157	169	52	9	36	68	62	154	....							7	62
5	1039 67	3011 86		245 90		360	160	200	251	70	3	17	124	36	167	13							8	31	
6	577 53	2602 53		2 66		305	161	144	166	55	23	24	67	71	112	8							8	56	
7	145 25	945 25		13 99		209	105	104	144	69	4	11	21	61	112	....							4	03
8	915 41	3279 41		254 61		960	479	481	494	52	80	133	232	207	279	29							3	44	
9	189 81	991 46		604 42		148	80	68	129	86	13	24	37	40	34	....							6	70
10	60 00	411 00		115 91		104	53	51	67	64	5	11	14	26	43	5							3	95	
11	65 50	465 50		.....		92	39	53	65	70	1	1	8	31	51	....							5	05
12	91 92	823 28		162 80		136	71	65	85	63	3	12	27	28	66	....							6	05
13	933 20	3124 47		638 08		470	200	270	272	58	2	18	65	72	174	139							6	65	
14	83 62	274 62		237 14		83	44	39	48	58	7	11	13	14	35	3							3	30	
15	208 45	878 45		483 52		140	67	73	87	62	4	9	17	30	76	4							6	27	
16	22 00	312 00		.....		59	32	27	37	63	....	5	11	14	29	....							5	29
17	84 80	1769 27		1333 31		248	132	116	167	68	4	15	43	63	112	11							7	15	
18	217 23	723 83		5 94		113	50	63	75	67	6	7	18	14	63	5							6	40	
19	94 66	630 06		452 24		121	57	64	71	59	8	8	28	27	44	6							5	21	
20	73 40	473 40		20 00		84	42	42	50	60	3	8	19	18	34	2							5	61	
21	43 31	378 31		3 34		79	40	39	45	57	8	6	19	13	25	8							4	78	
22	1350 55	3632 82		239 24		442	246	196	278	63	20	36	101	83	152	50							8	22	
23	.....	675 00		25 00		163	85	78	110	67	7	12	30	21	67	26							4	14
24	1227 00	3878 47		.....		789	388	401	422	54	42	43	176	218	297	13							4	92
25	219 03	619 03		195 34		55	28	27	39	71	....	5	7	13	17	13							11	25
26	340 72	1708 99		36 70		172	89	83	91	53	3	30	40	47	46	6							9	94	
27	391 68	1411 68		1 03		225	115	110	131	58	23	32	38	34	89	9							6	28	
28	230 00	1205 00		225 50		246	133	113	89	36	19	34	50	62	71	10							4	90	
29	101 07	769 82		19 61		129	61	68	46	36	36	15	37	16	25	....							5	97
30	305 65	655 65		89 92		70	33	37	47	66	....	6	6	22	36	....							9	35
31	1113 55	2050 07		20 31		183	95	88	142	78	1	8	21	44	100	9							11	20	
32	1258 50	3146 24		1554 49		336	173	163	177	53	29	32	83	77	114	1							9	36	
33	160 06	410 06		3 30		59	37	22	38	64	3	3	11	11	31	....							6	95
13783 89		50073 81		8074 11		7641	3805	3836	4471	59	398	688	1567	1610	2936	442							6	56	
1	12303 20	68770 63		11943 03		11969	6220	5749	5660	47	1006	1929	2831	2769	2868	566							5	75	
2	37892 53	170858 47		3605 87		14961	7658	7303	8264	55	858	1931	3851	3017	4621	683							11	42	
3	13783 89	50073 81		8074 11		7641	3805	3836	4471	59	398	688	1567	1610	2936	442							6	56	
4	63979 62	289702 91		23623 01		34571	17683	16888	18395	53	2262	4548	8249	7396	10425	1691							8	38	
5	62932 75	244440 35		22864 14		32790	16707	16083	18153	56	2188	4239	7848	7011	9506	1998							7	45	
6	1046 87	45262 56		758 87		1781	976	805	242	....	74	309	401	385	919	....							93	
7	.....			.....		.....	.....	.....	.....	3	.....	.....	.....	.....	.....	307	.....						.....
8	22	.....		.....		.....	52	48	.....	.....	7	13	24	21	30	5	.....						.....

VI.—TABLE F.—The Roman

COUNTIES. (Including Incorporated Villages, but not Cities or Towns).	TEACHERS.					NUMBER IN THE					
	Number of Teachers.	Male.	Female.	Average salary—Male.	Average salary—Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				\$	\$						
1 Bruce	5	1	4	335	159	338	338	338	218	200	96
2 Carleton	12	3	9	328	190	713	577	595	410	250	.....
3 Essex	5	2	3	412	311	418	313	321	295	147	95
4 Frontenac	5	2	3	303	247	264	243	243	239	180	115
5 Glengarry	10	1	9	500	204	605	513	562	466	449	12
6 Grey	7	2	5	317	263	325	301	305	265	248	99
7 Hastings	1	.....	1	.....	250	36	36	36	36	30	.....
8 Huron	4	1	3	320	318	187	182	182	138	114	.....
9 Kent	6	2	4	420	281	378	355	378	334	190	188
10 Lambton	2	1	1	325	240	117	108	117	109	77	.....
11 Lanark	1	.....	1	.....	108	26	16	16	11	16	.....
12 Leeds and Grenville..	8	.....	8	.....	180	237	227	229	176	186	.....
13 Lennox & Addington.	2	.....	2	.....	201	67	67	67	39	42	.....
14 Lincoln	3	1	2	400	200	173	173	173	163	114	107
15 Middlesex	4	1	3	375	251	164	145	148	118	129	25
16 Norfolk	1	.....	1	.....	265	76	76	76	46	38	.....
17 Northumberland	5	.....	5	.....	212	199	190	199	174	149	73
18 Ontario	1	.....	1	.....	325	93	93	93	43	43	.....
19 Peel	1	1	.....	300	.....	44	34	36	25	32	44
20 Perth	4	1	3	245	285	224	160	160	116	102	32
21 Peterborough	2	.....	2	.....	220	63	58	63	44	51	.....
22 Prescott and Russell.	46	3	43	240	182	3148	2358	2479	1579	1255	718
23 Renfrew	12	3	9	350	220	977	886	881	773	541	367
24 Simcoe	4	1	3	330	185	206	190	148	72	70	132
25 Stormont	7	.....	7	.....	221	364	280	256	177	179	69
26 Waterloo	12	.....	12	.....	218	664	647	655	459	349	457
27 Welland	2	1	1	400	140	139	139	139	139	120	139
28 Wellington	10	.....	10	.....	244	585	560	575	474	400	244
29 Wentworth	1	.....	1	.....	230	33	33	33	13	13	.....
30 York	2	2	.....	237	.....	138	123	138	138	60	138
31 Districts	14	2	12	513	247	968	782	809	667	297	327
Total	199	31	168	340	215	11969	10203	10450	7956	6071	3477
CITIES.											
1 Belleville	6	1	5	425	200	445	445	445	445	213	.....
2 Brantford	4	1	3	500	210	249	249	249	249	249	249
3 Guelph	7	1	6	500	200	430	430	430	430	430	220
4 Hamilton	31	1	30	550	100	1764	1764	1764	1764	1375	1764
5 Kingston	17	6	11	265	164	965	965	946	946	931	961
6 London	12	1	11	625	124	737	737	737	737	737	674
7 Ottawa	79	32	47	350	166	4955	4442	4984	3843	3602	4233
8 Stratford	5	1	4	600	200	316	316	316	240	246	316
9 St. Catharines	10	4	6	300	150	477	477	477	477	386	477
10 St. Thomas	4	.....	4	.....	200	213	213	213	213	119	213
11 Toronto	70	21	49	.....	211	4410	4272	4272	4122	3911	3647
Total	245	69	176	314	168	14961	14310	14833	13466	12199	12754

Catholic Separate Schools.

DIFFERENT BRANCHES OF INSTRUCTION.

MAPS AND PRIZES.

ARBOR DAY.

Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of trees planted on Arbor Day.
1 157		31		96	31						16	3	3	
2 216	32	81			1	1	1				53	12	4	
3 159	59	94	84	223	13	6					52	5	3	
4 144	84	70	5	113	2	2					35	5	4	5
5 352	87	153	34	227	18						29	5	1	16
6 183	106	127	36	175	2	2	2				53	7		17
7 30	6	6	15								10	1		
8 84	36	62	61	154	4	5	4				31	4	1	26
9 186	66	85	24	121	3	3	1				32	5	2	8
10 82	41	41	34	34							14	2	1	5
11 16	8	11		26							8	1		
12 142	71	89	60	70	22	21	8	5	4		45	5	1	5
13 49	16	25									15	2	2	
14 117	35	63	3	66	4	4					18	2		
15 123	36	53	23	125	5	5	5	2	2		35	4	3	3
16 38	24	24	4								6	1		
17 115	50	67	58	64	2	1	3	47		6	26	5	1	25
18 43	19	19									9	1		
19 25	14	25		44							10	1		
20 131	44	83	18	163	2	3		1	2	6	30	4		
21 47	22	22		18	1						7	1	2	
22 971	84	327	51	309	122	1	6			53	140	29	16	19
23 495	218	335	254	476	58	6				9	35	5	1	18
24 70	10	17		182	4	3					13	3	1	
25 150	31	62	115	119	25	24	9	8		2	26	4	1	7
26 370	132	170	4	201							50	7	3	
27 73	40	40	5	89	3	6				5	18	2		21
28 394	163	231	221	204		6				2	60	8	2	32
29 26	4	11	2								6	1		
30 71	3	3	3	47							12	2		
31 268	61	151	52	262	40	3	3				39	7	7	10
5317	1602	2578	1166	3608	362	102	42	63	8	88	933	144	59	217
1 213	50	160	50	445							30	4	4	
2 148	55	55	25								16	1	1	
3 259	192	192	166	121							27	3		
4 1063	597	600	564	1001	90	90	90				70	6	6	
5 918	166	299	182	910	30	27	13				85	5	5	
6 590	216	248	60	737	20						30	4	4	
7 2783	330	1928	1752	3639	361	134	178	120		16	208	17	17	
8 127	54	104	44								23	2		
9 386	109	148	13	206	28	13	18				48	4		50
10 119	48	48	31	213							12	1	1	
11 3280	676	1139	1493	3152	127	127	127		12		290	13	13	
9886	2493	4921	4380	10424	656	391	426	120	12	16	839	60	51	50

VI.—TABLE F.—The Roman

TOWNS.	TEACHERS.					NUMBER IN THE					
	Number of Teachers.	Male.	Female.	Average salary—Male.	Average salary—Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				\$	\$						
1 Almonte	3	1	2	450	225	201	201	201	201	120	201
2 Amherstburg	6	1	5	450	200	306	306	306	306	173	.....
3 Barrie	3	1	2	500	225	225	225	225	225	166	148
4 Berlin	4	.....	4	.....	300	329	329	329	329	209	.....
5 Brockville	8	2	6	450	190	360	360	360	360	195	360
6 Chatham	5	1	4	800	306	305	305	305	305	216	215
7 Cobourg	4	.....	4	.....	200	209	209	209	209	209	209
8 Cornwall	9	2	7	510	192	960	960	960	960	715	623
9 Dundas	3	1	2	400	200	148	148	148	148	98	148
10 Galt	1	.....	1	.....	325	104	90	60	70	50	75
11 Goderich	2	.....	2	.....	200	92	92	92	92	92	92
12 Ingersoll	2	.....	2	.....	300	136	136	136	136	102	136
13 Lindsay	13	1	12	800	105	470	470	470	470	417	470
14 Newmarket	1	1	.....	300	.....	83	77	83	53	36	.....
15 Niagara Falls	3	.....	3	.....	200	140	110	140	89	103	140
16 Oakville	2	.....	2	.....	145	59	59	59	59	42	59
17 Orillia	3	1	2	400	268	248	248	248	248	248	64
18 Oshawa	2	.....	2	.....	250	113	100	100	100	63	113
19 Owen Sound	2	.....	2	.....	175	121	104	121	121	89	121
20 Paris	2	.....	2	.....	200	84	84	84	84	84	84
21 Parkhill	1	1	.....	325	.....	79	79	79	79	45	.....
22 Pembroke	8	1	7	525	235	442	442	442	442	442	442
23 Perth	2	.....	2	.....	275	163	163	163	163	92	.....
24 Peterborough	10	1	9	550	260	789	789	688	789	677	497
25 Picton	1	.....	1	.....	400	55	55	55	45	34	45
26 Port Arthur	3	1	2	500	300	172	96	107	172	93	102
27 Prescott	4	1	3	500	174	225	225	225	225	163	200
28 Sarnia	4	.....	4	.....	244	246	206	246	169	107	.....
29 Sault Ste. Marie	2	.....	2	.....	300	129	129	129	129	78	129
30 St. Mary's	1	.....	1	.....	350	70	70	70	70	47	70
31 Thorold	4	1	3	500	136	183	183	183	150	127	137
32 Trenton	6	1	5	500	220	336	336	336	336	218	.....
33 Whitby	1	.....	1	.....	250	59	59	59	59	22	.....
Total	125	19	106	496	217	7641	7445	7418	7393	5572	4880
TOTALS.											
1 Counties, etc	199	31	168	340	215	11969	10203	10450	7956	6071	3477
2 Cities	245	69	176	314	168	14961	14310	14833	13466	12199	12754
3 Towns	125	19	106	496	217	7641	7445	7418	7393	5572	4880
4 Grand total, 1890	569	119	450	348	197	34571	31958	32701	28815	23842	22111
5 do 1889	546	116	430	341	198	32790	29833	30412	24935	22256	21144
6 Increase	23	3	20	7	.....	1781	2125	2289	3880	1586	967
7 Decrease .....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
8 Percentage .....	.....	21	79	.....	.....	100	92	95	83	69	64

Catholic Separate Schools.

DIFFERENT BRANCHES OF INSTRUCTION.											MAPS AND PRIZES.			ARBOR DAY.														
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of trees planted on Arbor Day.													
1	120	120	120	20	201							8	1															
2	180	58	77		184	24	9	1				28	2															
3	166	53	53	37	225	37						10	1															
4	209	10	20									17	2															
5	195	94	94	360	360	8	8					14	3	1														
6	216	123	123	216	305	123						19	1															
7	146	45	96	45	209	50						13	1	1														
8	773	113	113	481	481							21	3															
9	98	28	28	98	110							20	2	1														
10	60	17	25	17	70							4	1															
11	92	37	62	37	43							7	1	1														
12	102	36	61	7	136							6	1	1														
13	450	180	200	130	264	49	57	29	38	38		97	2	2														
14	22	10	22									10	1															
15	80	30	30	5	5	5						8	1	1														
16	42	15	25		59						1	10	1															
17	248	64	104		248							11	1															
18	63	37	48	48	113							18	1															
19	89	46	46	24	121							8	1															
20	61	20	26	20	84	4					20	8	1	1														
21	79	22	30	5	79							6	1															
22	442	75	95	75	250							15	1															
23	92	31	46									7	1															
24	677	128	250	108	647	15	15	15	15	15		31	3	3														
25	34	17	17									6	1															
26	93	26	26	172	172							10	1	1														
27	225	66	99	66	82	15						12	1	1														
28	107	73	101	79	246	5						8	2															
29	129	12	12		8		2	2				7	1															
30	47	25	25									10	1															
31	127	26	26	5	137	16	6	6				12	1	1														
32	89	32	89			336						14	1															
33	31	6	22									11	1															
5584											1675	2191	2055	4839	687	97	53	53	53	21	486	44	15					
1	5317	1602	2578	1166	3608	362	102	42	63	8	88	933	144	59	217													
2	9886	2493	4921	4380	10424	656	391	426	120	12	16	839	60	51	50													
3	5584	1675	2191	2055	4839	687	97	53	53	53	21	486	44	15														
4	20787	5770	9690	7601	18871	1705	590	521	236	73	125	2258	248	125	267													
5	18861	5899	8879	8231	15969	1591	625	529	67	83	108	2180	236	101	199													
6	1926		811		2902	114			169		17	78	12	24	68													
7		129		630			35	8		10																		
8	60	17	28	22	55	5	2	2	1	$\frac{1}{4}$	$\frac{1}{2}$		99	48														

VII.—TABLE G.—The

COLLEGIATE INSTITUTES.	No. of Collegiate Institutes.	RECEIPTS.						EXPENDITURE.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants, (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		\$ c	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aylmer	1	1035 51	1700 00	2162 00	128 00	5518 62	10544 13	4025 00	250 44
2 Barrie	1	1314 77	1314 77	1312 50	1467 25	1607 75	7017 04	4641 81	581 60
3 Brantford	1	1561 18	.....	8500 00	2243 00	408 24	12712 42	7250 01	1621 68
4 Brockville	1	1311 31	150 00	5350 00	.....	685 12	7496 43	4488 24	1122 25
5 Chatham	1	1562 82	1562 82	3640 00	182 00	721 30	7668 94	5929 71	499 64
6 Clinton	1	1245 02	1245 02	1500 00	815 25	2465 56	7270 85	4095 28	79 61
7 Cobourg	1	1201 17	.....	2500 00	1137 25	1146 55	5984 97	4367 27	94 21
8 Collingwood	1	1337 45	1337 45	2500 00	971 00	200 85	6346 75	4945 45	113 49
9 Galt	1	1503 76	2753 76	3000 00	1933 65	398 71	9589 88	6064 99	2189 61
10 Guelph	1	1823 47	.....	3980 24	708 00	1008 62	7520 33	5844 34	.....
11 Hamilton	1	2088 44	.....	10873 56	3975 65	22 00	16959 65	14462 00	56 33
12 Ingersoll	1	1178 72	1198 60	2180 00	260 00	135 70	4953 02	3859 33	76 68
13 Kingston	1	1795 01	.....	2439 00	1465 27	1733 47	7432 75	5410 00	187 02
14 Lindsay	1	1591 22	1591 22	3500 00	2482 40	581 99	9746 83	7106 69	1314 94
15 London	1	1641 41	.....	10000 00	372 25	9770 94	21784 60	10092 59	5627 29
16 Morrisburg	1	1116 16	1400 00	2074 92	740 00	.....	5331 08	3333 31	812 00
17 Ottawa	1	1634 02	.....	7907 46	4110 26	395 08	14046 82	9114 77	289 96
18 Owen Sound....	1	2057 35	1657 35	4300 00	1921 00	142 38	10078 08	7790 00	446 45
19 Perth	1	1171 42	.....	2940 31	670 50	680 47	5462 70	3428 78	251 39
20 Peterborough..	1	1324 07	.....	5544 00	1345 85	30 50	8244 42	5237 71	1100 00
21 Ridgetown	1	1289 54	1539 54	1900 00	100 00	1250 16	6079 24	4267 50	57 21
22 Seaforth	1	1295 73	1295 73	1500 00	1423 80	58 35	5573 61	4500 00	161 29
23 Stratford	1	1561 58	.....	4500 00	2160 14	2812 23	11034 00	6334 94	1138 94
24 Strathroy	1	1853 14	1453 14	1200 00	2605 75	751 52	7863 55	5820 00	70 28
25 St. Catharines..	1	1606 52	600 00	5596 69	802 00	176 32	8781 53	7565 46	401 10
26 St. Mary's	1	1270 32	.....	2400 00	1778 25	138 99	5587 56	4276 67	131 24
27 St. Thomas	1	1597 05	1400 00	4486 77	.....	233 75	7717 57	5957 17	.....
28 Toronto									
(Jarvis st)	1	1673 49	.....	15266 00	8132 00	2407 23	27478 72	17361 99	6642 23
29 Toronto									
(Jamieson ave)	1	1656 17	.....	19840 00	6178 00	427 60	28101 77	13593 00	5861 35
30 Toronto									
(Harbord st) ..	.....	.....	.....	22000 00	.....	305 37	22305 37	.....	17544 58
31 Whitby	1	1325 31	1325 31	2643 43	421 50	56 00	5771 55	4922 32	57 25
32 Woodstock	1	1394 75	1394 75	2900 00	1572 00	113 72	7375 22	5446 00	528 44
1 Total 1890.....	31	46017 88	24919 46	170436 88	52102 02	36385 14	329861 38	201532 33	49258 50
2 " 1889.....	30	43350 09	20787 24	183022 16	45182 38	43187 35	335529 22	181123 45	92753 81
3 Increase.....	1	2667 79	4132 22	.....	6919 64	.....	.....	20408 88	.....
4 Decrease .....	.....	.....	.....	12585 28	.....	6802 21	5667 84	.....	43495 31

Collegiate Institutes.

EXPENDITURE.				Pupils Attending.			Average Attendance.	Percentage of Average to Total Attendance.	Charges per Year.	Cost per Pupil.
Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Con-tingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.				
\$ c.	\$ c.	\$ c.	\$ c.							\$ c.
1	158 67	6110 02	10544 13	118	119	237	135	57	Free	44 50
2	95 89	1747 74	7017 04	96	70	166	96	58	\$16	42 27
3		3840 73	12712 42	145	146	291	166	58	Res. \$10; non-res. \$16.	43 68
4	250 25	1193 52	7054 26	442 17	98	132 230	144	63	Free	30 67
5	26 32	890 50	7356 17	312 77	176	184 360	227	63	Free	20 43
6	90 59	1623 39	5888 87	1381 98	78	92 170	113	67	\$7; \$10.	34 64
7	42 13	1408 34	5911 95	73 02	92	71 163	83	51	Res. \$12; non-res. \$14.	36 27
8	69 31	1143 86	6272 11	74 64	122	109 231	119	52	Res. \$3, \$2; non-res. \$6 \$4.	27 15
9		1293 11	9547 71	42 17	123	96 219	123	57	\$14	43 60
10		1498 87	7343 21	177 12	118	118 236	140	59	Res. Free, non-res. \$2 perm'th	31 11
11		2441 32	16959 65		288	389 677	429	63	Res. \$2.50, \$10, non-res. \$14 \$6	25 05
12	19 50	484 71	4440 22	512 80	85	87 172	100	58	\$6	25 81
13	239 34	1596 39	7432 75		164	95 259	129	50	\$10.	28 70
14	81 02	1238 09	9740 74	6 09	204	184 388	216	56	\$10, \$12.50	25 11
15	206 09	1697 41	17623 38	4161 22	236	205 441	252	58	{ \$7.50 within County } { \$30 outside County }	40 00
16	83 18	1102 59	5331 08		114	94 208	132	64	\$5	25 63
17	208 52	4430 54	14043 79	3 03	213	158 371	218	59	Res. \$15, non-res. \$27	37 85
18	273 54	1408 30	9918 29	159 79	204	219 423	235	55	Res. \$7, \$10; non-res. \$10 \$15.	23 45
19	131 52	1194 46	5006 15	456 55	64	97 161	108	67	Res. Free; non-res. \$16.	31 09
20	17 00	1696 55	8051 26	193 16	131	118 249	142	57	Res. \$5; non-res. \$25	32 33
21	47 25	1665 08	6037 04	42 20	107	105 212	133	63	Free	28 48
22	143 97	555 11	5360 37	213 24	92	100 192	114	59	\$8, \$10, \$12.50	27 92
23	765 66	1102 21	9341 75	1692 25	145	157 302	209	69	Res. \$7; non-res. \$20	30 93
24	294 28	681 10	6865 66	997 89	157	124 281	180	64	\$12, \$10	24 43
25		772 82	8739 38	42 15	153	179 332	216	65	Res. Free; non-res. \$16.	26 32
26		799 18	5207 09	380 47	122	113 235	150	64	\$15	22 16
27	90 05	1670 35	7717 57		156	169 325	194	60	Free	23 75
28	520 34	2954 16	27478 72		345	289 634	329	52	Res. \$20; non-res. \$26	43 34
29	1686 89	2163 42	23304 66	4797 11	235	219 454	267	59	Res. \$20; non-res. \$26.	51 33
30			17544 58	4760 79						
31	22 84	769 14	5771 55		92	90 182	111	61	\$6	31 71
32	52 64	1276 54	7303 62	71 60	153	143 296	175	59	\$7	24 67
1	5626 79	52449 55	308867 17	20994 21	4626	4471 9097	5385	59	{ 8 Free. } { 23 Fee }	33 95
2	5828 11	41898 10	321603 47	13925 75	4245	3992 8237	4789	58	{ 9 Free } { 21 Fee }	39 04
3		10551 45		7063 46	381	479 860	596	1	2 Fee	
4	201 32		12736 30						1 Free	5 09

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	RECEIPTS.						EXPENDITURE.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	c.
1 Alexandria ..	1	450 40	550 00	848 62	.....	44 00	1893 02	1450 00	63 90
2 Almonte	1	692 41	692 41	1809 00	65 00	1980 89	5239 71	2707 86	600 00
3 Arnprior	1	550 09	550 09	1520 62	28 00	313 35	2962 15	2001 83	38 80
4 Arthur	1	.....	.....	4572 70	167 00	.....	4739 70	608 40	3559 55
5 Athens	1	742 51	1042 51	1494 84	108 00	1028 43	4416 29	2940 00	237 09
6 Aurora	1	522 77	700 00	400 00	781 50	683 82	3088 09	1866 66	68 28
7 Beamsville	1	509 78	600 00	325 00	24 00	271 67	1730 45	1300 00	25 20
8 Belleville	1	908 91	.....	3737 32	239 00	7 50	4892 73	3964 01	266 49
9 Berlin	1	916 56	1696 56	1766 67	799 36	131 51	5340 66	4250 00	139 41
10 Bowmanville ..	1	741 37	741 37	.....	58 00	12234 30	13775 04	3099 92	9333 41
11 Bradford	1	534 78	534 78	400 00	665 00	475 76	2610 32	1868 72	304 11
12 Brampton	1	910 51	1360 51	1700 00	1373 00	1081 29	6425 31	4596 15	119 99
13 Brighton	1	485 31	485 31	800 00	28 00	950 37	2748 99	1500 00	103 25
14 Caledonia	1	653 16	653 16	815 00	831 75	303 61	3256 68	2350 00	33 32
15 Campbellford ..	1	673 95	339 90	334 05	662 00	1013 53	3023 43	2278 31	15 50
16 Carleton Place	1	682 88	682 88	1500 00	65 00	2181 02	5111 78	2616 67	303 63
17 Cavuga	1	479 27	479 27	700 00	.....	236 61	1895 15	1438 00	153 57
18 Colborne	1	501 95	501 95	814 60	44 00	473 70	2336 20	1366 67	32 98
19 Cornwall	1	800 67	1500 00	2700 00	298 25	2101 25	7400 17	3888 88	1773 04
20 Deseronto	1	306 44	456 44	2400 00	36 00	13012 09	16210 97	1900 00	12604 66
21 Dundas	1	630 62	780 62	886 00	595 50	1219 93	4112 67	2150 00	58 19
22 Dunnville	1	636 62	636 62	1000 00	385 00	2426 60	5084 84	2235 85	120 58
23 Dutton	1	613 29	1500 00	1797 75	50 00	1673 66	5634 70	2447 43	350 00
24 Elora	1	519 64	491 80	1000 00	235 00	84 38	2330 82	1550 00	55 62
25 Essex	1	652 78	1152 78	1075 00	29 00	1 24	2910 80	2408 01	109 62
26 Fergus	1	552 54	552 54	519 96	146 50	534 30	2305 84	1838 20	84 16
27 Gananoque	1	591 20	891 20	617 60	.....	.....	2100 00	2100 00	.....
28 Georgetown ..	1	552 67	552 67	1683 45	651 00	.....	3439 79	2242 00	635 26
29 Glencoe	1	670 12	670 12	800 00	972 00	177 38	3289 62	2321 43	244 49
30 Goderich	1	913 98	913 98	1950 00	882 25	538 42	5198 63	4300 00	90 60
31 Gravenhurst ..	1	863 78	.....	662 00	306 00	15 42	1847 20	1125 00	276 38
32 Grimsby	1	469 36	600 00	250 00	184 10	51 83	1555 29	1300 00	25 59
33 Harriston	1	740 59	740 59	1000 00	992 37	307 04	3780 59	3168 87	11 75
34 Hawkesbury ..	1	499 67	649 67	400 00	28 00	270 09	1847 43	1490 00	.....
35 Iroquois	1	709 63	1100 00	1000 00	434 05	1358 57	4602 25	2400 00	378 35
36 Kemptville	1	676 65	976 65	1095 63	557 50	96 93	3403 36	2238 75	766 85
37 Kincardine	1	733 85	733 85	2219 00	531 00	108 00	4325 70	3301 50	370 53
38 Listowel	1	664 07	664 07	1000 00	733 15	187 11	3248 40	2299 92	69 59
39 Lucan	1	273 54	273 54	10450 00	684 00	199 17	11880 25	1933 32	8779 62
40 Madoc	1	571 50	721 50	300 00	510 15	2239 59	4342 74	1690 64	172 78
41 Markham	1	545 16	700 00	115 00	789 00	230 13	2379 29	2065 50	55 57
42 Mitchell	1	689 68	689 68	750 00	606 50	672 24	3408 10	2315 56	67 51
43 Mount Forest ..	1	760 64	760 64	1000 00	521 25	1763 75	4806 28	2699 35	122 42
44 Napanee	1	921 09	1221 09	3300 00	1128 75	9433 59	16004 52	4058 44	8975 29
45 Newburgh	1	491 21	731 31	344 41	146 50	218 13	1931 56	1350 00	4 18
46 Newcastle	1	448 67	463 15	700 00	30 00	574 73	2216 55	1294 22	34 12
47 Newmarket	1	664 21	700 00	660 00	946 00	219 06	3189 27	2350 00	201 58
48 Niagara	1	484 93	600 00	400 00	.....	396 21	1881 14	1250 00	185 00
49 Niagara F. S. ..	1	539 04	673 80	895 27	212 00	1423 64	3743 75	1793 09	86 47
50 Norwood	1	595 14	595 14	1131 94	721 75	96 00	3139 97	2262 78	413 55
51 Oakville	1	532 90	532 90	813 71	286 50	638 15	2804 16	1800 00	139 25
52 Omeme	1	457 57	457 57	.....	32 00	697 31	1644 45	1379 72	23 20
53 Orangeville....	1	886 25	870 62	900 00	1217 00	222 50	4096 37	3400 00	306 69

High Schools.

EXPENDITURE.				PUPILS ATTENDING.			Average Attendance.		Percentage of Average to Total Attendance.		Charges per Year.	Cost per Pupil.			
Maps, Apparatus, Prizes and Libraries.		Fuel, Books and Contingencies.		Total Expenditure.		Balances.		Boys.		Girls.			Total.		
\$	c.	\$	c.	\$	c.	\$	c.								
1		217	97	1736	87	156	15	29	43	72	49	68	Free	24	12
2		41	68	3349	54	1890	17	94	82	176	107	61	Res. free; non-res. \$5.	19	03
3	15	05		319	76	2375	44	37	51	88	50	56	Free	27	00
4	217	10		52	21	4437	26	27	35	62	45	72	\$3 last term	71	56
5	93	15		1038	95	4309	19	107	10	73	101	174	Free	24	76
6	57	77		1002	64	2995	35	92	74	53	47	100	\$12	29	95
7	188	38		179	22	1692	80	37	65	29	29	58	Free	29	19
8				662	23	4892	73	108	148	256	141	55	Res. free; non-res. \$16.	19	11
9	30	67		673	68	5093	76	69	46	115	67	58	\$15	44	30
10	312	20		670	64	13416	17	65	71	136	75	55	Free	98	64
11	81	65		174	47	2428	95	61	53	114	66	58	\$10	21	30
12				1569	64	6285	78	84	94	178	113	63	\$10	35	31
13				128	25	1731	50	42	38	80	40	50	Free	21	65
14	28	82		325	05	2737	19	63	78	141	93	66	\$6, \$7.50	19	41
15				729	62	3023	43	70	77	147	73	50	Res. \$6; non-res. \$15	20	56
16	77	15		209	33	3206	78	106	92	198	132	67	Res. free; non-res. \$10.	18	72
17				293	12	1874	69	41	32	73	45	62	Free	25	68
18	47	82		159	30	1606	77	41	42	83	42	50	Free	19	36
19	23	50		501	55	6186	97	82	89	171	100	59	\$5	36	18
20	813	94		892	37	16210	97	40	46	86	45	52	Free	188	50
21	149	37		426	30	2783	86	46	41	87	51	59	\$9.50	32	00
22	53	65		2338	28	4748	36	52	59	111	67	60	\$5	42	78
23	18	50		1453	67	4269	60	39	37	76	46	60	Free	56	20
24	6	80		167	70	1780	12	42	45	87	50	58	\$5	20	46
25				184	03	2701	66	46	38	84	49	59	Free	32	16
26				383	48	2305	84	53	63	116	65	56	50 cents per mo.	19	88
27						2100	00	28	68	96	63	66	Free	21	87
28	171	58		390	95	3439	79	58	59	117	72	62	\$8, \$5, \$3.	29	40
29	17	10		706	07	3289	09	63	49	112	95	85	\$9	29	37
30				490	19	4880	79	120	105	225	137	61	\$10, \$7, \$5.	21	69
31	271	50		153	11	1825	99	21	21	55	34	62	\$10	33	18
32	40	81		142	16	1508	56	22	20	42	21	50	\$8	35	93
33				553	71	3734	33	101	69	170	90	53	\$8	21	96
34				266	62	1756	62	32	40	72	42	58	Free	24	39
35	172	12		1306	23	4256	70	69	45	114	75	66	\$5	42	57
36				397	76	3403	36	85	76	161	94	58	Res. free; non-res. \$10.	21	13
37	184	00		425	03	4281	06	73	81	154	90	58	\$5	27	80
38	99	84		426	01	2895	36	97	62	159	91	57	\$4.50, \$7.50, \$10.50.	18	21
39	492	44		165	42	11370	80	54	41	95	59	62	\$10	119	70
40	92	85		2386	47	4342	74	39	50	89	57	64	\$7	48	80
41	11	00		139	39	2271	46	78	36	114	66	58	\$10	19	94
42	16	95		647	65	3047	67	71	90	161	102	63	\$5	18	93
43	85	60		1800	40	4707	77	58	70	128	75	59	\$7	36	78
44				1187	88	14221	61	94	109	203	143	70	\$6	70	06
45	16	74		229	52	1600	44	33	43	76	37	49	\$6	21	05
46	52	44		495	76	1876	54	15	31	46	27	59	Free	40	78
47				366	71	2918	29	66	58	124	69	56	\$12	23	53
48	19	00		395	13	1849	13	17	24	41	18	44	Free	45	10
49				237	14	2116	70	62	65	127	67	53	Res. free; (co.) non-res. \$16.	16	67
50	26	00		437	64	3139	97	55	70	125	70	56	Res. \$9; non-res. \$12	25	12
51				80	84	2020	09	40	47	87	51	59	\$5	23	22
52	56	18		162	12	1621	22	31	26	57	36	63	Free	28	44
53	21	60		257	92	3986	21	117	128	245	133	54	\$8	16	27

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	RECEIPTS.						EXPENDITURE.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
54 Orillia	1	772 88	772 88	1800 00	569 85	1681 85	5597 46	3150 00	1914 03
55 Oshawa	1	823 77	823 77	1717 50	423 50	364 69	4153 23	3450 00	110 22
56 Paris	1	672 28	672 28	1800 00	74 50	405 75	3624 81	2391 07	39 59
57 Parkhill	1	627 84	627 84	1200 00	455 50	261 69	3172 87	2200 00	355 72
58 Pembroke	1	688 01	688 01	1407 00	.....	284 69	3067 71	2550 00	71 99
59 Petrolia	1	832 61	832 61	2000 00	58 00	470 70	4193 92	3537 50	56 45
60 Picton	1	802 91	1302 91	1425 00	.....	1403 40	4934 22	3068 05	306 57
61 Port Arthur	1	917 70	.....	1804 72	.....	476 90	3199 32	2086 08	.....
62 Port Dover	1	500 76	500 76	568 96	77 00	.....	1647 48	1516 53	.....
63 Port Elgin	1	604 68	604 68	2200 00	530 50	2700 31	6640 17	2335 22	120 19
64 Port Hope	1	852 34	.....	2122 05	1123 50	77 42	4180 31	3511 99	354 23
65 Port Perry	1	799 09	799 09	1010 00	624 00	73 18	3305 36	2874 00	46 67
66 Port Rowan	1	456 82	456 82	.....	24 00	762 13	1699 77	1340 80	358 97
67 Prescott	1	474 44	.....	1443 70	46 00	15 27	1979 41	1633 32	65 88
68 Renfrew	1	581 04	581 04	1558 58	28 00	908 30	3656 96	2200 00	229 04
69 Richmond Hill	1	480 64	700 00	.....	150 00	585 31	1915 95	1600 00	.....
70 Sarnia	1	856 45	856 45	2650 00	.....	353 98	4716 88	3639 15	68 31
71 Simcoe	1	666 30	666 30	820 11	655 00	124 00	2931 71	2459 75	139 86
72 Smith's Falls	1	697 86	697 86	1309 92	104 00	68 00	2877 64	2450 00	84 70
73 Smithville	1	518 16	600 00	343 75	271 25	384 88	2118 04	1266 48	25 59
74 Stirling	1	534 37	534 37	800 00	218 00	143 78	2230 52	1683 32	247 50
75 Streetsville	1	463 84	1018 23	300 00	29 50	52 00	1863 57	1645 80	.....
76 Sydenham	1	614 10	2300 00	.....	20 00	77 38	3011 48	2375 00	220 69
77 Thorold	1	552 52	690 65	1050 00	.....	217 91	2511 08	1698 89	149 14
78 Tilsonburg	1	526 52	532 00	.....	.....	1100 26	2158 78	1665 00	91 04
79 Trenton	1	697 38	.....	3780 00	235 00	527 58	5239 96	2649 93	880 85
80 Uxbridge	1	687 02	687 02	1500 00	506 25	.....	3380 29	2500 20	394 68
81 Vankleekhill	1	540 79	690 79	510 56	126 00	154 98	2023 12	1687 77	62 42
82 Vienna	1	495 58	750 00	486 18	.....	282 53	2014 29	1300 72	443 36
83 Walkerton	1	889 98	889 98	1500 00	966 50	2331 14	6577 60	3618 75	15 64
84 Wardsville	1	484 19	484 19	486 60	150 00	971 61	2575 99	1293 83	79 66
85 Waterdown	1	484 75	634 75	300 00	222 34	363 36	2005 20	1450 00	151 28
86 Welland	1	668 45	668 45	1300 00	279 75	327 17	3243 82	2480 00	21 75
87 Weston	1	532 70	700 00	300 00	551 25	503 69	2587 64	1956 03	81 40
88 Williamstown	1	531 64	550 00	1464 00	.....	342 48	2888 12	2023 00	.....
89 Windsor	1	889 43	500 00	3966 01	171 20	.....	5526 64	3600 12	1051 97
1 Total, 1890	89	55866 15	60978 97	114279 18	30512 07	85398 12	347034 49	203440 96	61235 36
2 " 1889	90	54494 78	59731 40	152542 73	25434 16	75310 04	367513 11	195755 11	74981 07
3 Increase . . . . .	..	1371 37	1247 57	.....	5077 91	10088 08	.....	7685 85	.....
4 Decrease	1	.....	.....	38263 55	.....	.....	20478 62	.....	13745 71
5 Percentage of Col. Inst's. & High Schools. . . . .	..	15	13	42	12	18	.....	64	18

High Schools.

EXPENDITURE.										PUPILS ATTENDING.																					
Maps, Apparatus, Prizes and Libraries.				Fuel, Books and Contingencies.				Total Expenditure.				Balances.				Boys.		Girls.		Total.		Average Attendance.		Percentage of Average to Total Attendance.		Charges per Year.		Cost per Pupil.			
\$		c.		\$		c.		\$		c.		\$		c.														\$		c.	
54	83	20		450	23			5597	46			94	75	169		66	39	\$5									33	12			
55	50	40		507	70			4118	32		34 91	73	98	171	108	63	\$5										24	08			
56	28	60		340	68			2799	94		824 87	52	60	112	61	55	Res. free ; non-res. \$3										25	00			
57				422	79			2978	51		194 36	57	56	113	70	62	\$6. \$8										26	36			
58	57	00		265	01			2944	00		123 71	69	63	132	73	55	Free										22	30			
59	100	60		317	74			4012	29		181 63	54	63	117	85	73	Free										34	29			
60	8	95		1534	48			4918	05		16 17	84	97	181	100	55	Free										27	17			
61				858	89			2944	97		254 35	22	27	49	24	49	Free										60	10			
62				130	95			1647	48			41	40	81	49	61	Free										20	33			
63	224	43		3776	34			6456	18		183 99	71	57	128	76	60	\$5										50	43			
64				314	09			4180	31			80	79	159	103	65	Res. \$9 ; non-res. \$11										26	30			
65				326	80			3247	47		57 89	67	58	125	72	58	\$7.50										25	98			
66								1699	77			26	26	52	28	53	Free										32	70			
67				272	58			1971	78		7 63	37	39	76	40	53	Free										25	98			
68	11	50		267	16			2707	70		949 26	64	67	131	67	51	Free										20	67			
69	24	10		220	73			1844	83		71 12	24	44	68	36	53	\$9										27	13			
70				619	22			4326	68		390 20	107	143	250	144	58	Free										17	31			
71	63	45		268	65			2931	71			78	85	163	90	55	\$5, \$7, \$10.										18	00			
72	52	78		290	16			2877	64			65	77	142	97	68	Res. free ; non-res. \$6										20	27			
73	12	90		226	43			1531	40		586 64	39	41	80	52	65	\$5										19	14			
74				284	90			2215	72		14 80	33	16	49	32	65	\$6										45	22			
75				215	36			1861	16		2 41	24	19	43	22	50	\$4										43	28			
76	4	08		246	03			2845	80		165 68	56	58	114	66	58	Free										24	99			
77	9	50		182	23			2039	76		471 32	26	50	76	47	63	Free										26	84			
78	2	74		400	00			2158	78			57	38	95	43	45	Free										22	72			
79	44	10		222	65			3797	53		1442 43	54	62	116	74	64	\$9										32	74			
80				485	41			3380	29			77	48	125	71	57	\$2.50, \$7.50										27	04			
81	6	85		102	22			1859	26		163 86	47	71	118	67	57	Res. free ; non-res. \$10.										15	75			
82	56	26		213	95			2014	29			12	28	40	30	74	Free										50	35			
83	33	08		2812	41			6479	88		97 72	89	83	172	93	54	\$10										37	67			
84				794	07			2167	56		408 43	41	30	71	43	60	Res. \$3 ; non-res. \$6.										30	53			
85				118	25			1719	53		285 67	41	34	75	39	52	Res. 50c. per mo. ; non-res. 66c. per mo.										22	93			
86	97	11		322	70			2921	56		322 26	45	53	98	53	53	\$5										29	82			
87				400	94			2438	37		149 27	34	51	85	48	57	\$10										28	68			
88				511	79			2534	79		353 33	31	36	67	44	66	Free										37	84			
89				874	55			5526	64			94	97	191	111	58	Free										28	94			
1	5034	90		48630	06			318341	28		28693 21	5060	5238	10298	6052	59	{ 39 Free 50 Free 41 Free 49 Fee										30	91			
2	5548	37		47449	82			323734	37		43778 74	5177	5228	10405	6009	58												31	10		
3				1180	24								10		43	1	1 Fee.														
4	513	47						5393	09		15085 53	117		107			2 Free.												19		
5	2			16								49	51																		

VIII.—TABLE H.—

COLLEGIATE INSTITUTES.	NUMBER OF PUPILS IN THE													
	SUBJECTS.													
	Reading and Orthoepy.	English Grammar.	English Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.
1 Aylmer	163	237	237	237	237	237	218	230	192	19	98	55	98	8
2 Barrie	137	163	163	163	163	163	165	165	165	5	48	25	57	94
3 Brantford	209	291	291	291	230	291	291	291	112	22	22	70	15	1
4 Brockville	185	230	230	230	226	226	217	230	175	13	109	41	166	4
5 Chatham	360	360	360	360	360	360	360	360	360	7	85	54	63	6
6 Clinton	150	170	170	160	170	170	170	170	170	20	90	60	90	5
7 Cobourg	109	159	159	159	160	160	157	161	91	2	52	17	46	1
8 Collingwood	157	228	228	228	228	228	224	231	172	18	76	65	88	12
9 Galt	165	215	215	215	215	215	215	212	185	9	108	44	163	6
10 Guelph	225	236	236	236	236	236	225	236	185	11	56	72	56	2
11 Hamilton	550	677	677	677	677	677	625	507	380	52	60	108	242	20
12 Ingersoll	151	171	171	171	171	171	171	171	58	....	53	25	53	....
13 Kingston	259	259	259	259	259	259	259	259	152	5	60	45	40	4
14 Lindsay	204	388	388	388	388	388	371	285	195	16	139	53	140	5
15 London	366	441	441	441	441	440	441	441	441	16	162	41	90	6
16 Morrisburg	208	208	208	208	208	208	200	207	208	10	55	43	55	11
17 Ottawa	272	371	337	371	371	371	371	371	306	34	145	32	145	....
18 Owen Sound	277	400	420	423	400	375	400	423	250	37	190	100	190	14
19 Perth	144	161	161	161	161	161	161	143	116	1	110	22	110	....
20 Peterborough	249	249	249	249	249	249	249	249	149	4	25	36	60	....
21 Ridgetown	152	212	212	212	212	194	212	212	190	22	141	68	46	10
22 Seaforth	147	192	192	192	192	192	187	187	162	8	70	37	41	1
23 Stratford	223	302	302	302	302	286	286	302	230	16	32	60	37	5
24 Strathroy	199	281	281	281	281	281	281	281	270	12	85	65	135	8
25 St. Catharines	281	332	332	332	329	329	281	332	270	47	16	88	27	7
26 St. Mary's	235	235	235	235	235	235	223	235	235	27	78	63	73	6
27 St. Thomas	262	320	323	323	320	320	320	320	300	16	53	38	44	2
28 Toronto (Jarvis St.)	333	544	544	544	544	544	544	544	478	38	309	147	373	1
29 " (Jamieson Ave.)	301	452	454	454	452	416	448	454	381	22	152	75	135	17
30 Whitby	182	182	182	182	182	182	182	150	90	3	95	17	98	....
31 Woodstock	212	296	296	296	296	296	282	296	127	13	49	68	51	6
1 Total 1890	7067	8962	8953	8980	8895	8860	8736	8655	6795	525	2823	1734	2967	168
2 " 1889	6640	8187	8177	8028	8173	8061	7952	7895	5823	498	2915	1463	3083	65
3 Increase	427	775	776	952	722	799	784	760	972	27	....	271	....	103
4 Decrease .....	....	....	....	....	....	....	....	....	....	....	92	....	116	....

The Collegiate Institutes

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	French.	German.	Writing.	Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Photography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates during year ?	How many passed the Primary Examination ?	How many passed the Junior Leaving Examination ?	How many passed the Senior Leaving Examination ?	How many matriculated at any University during the year ?	Senior.	Junior.	1st Class Honors.	How many ?	2nd Class Honors.	How many ?
1	79	14	70	163	163	....	163	....	....	118	119	118	24	20	15	3	6	....	6	....	....	....
2	87	11	55	137	137	....	137	....	....	96	69	96	....	9	3	5	5	....	5	....	3	9
3	151	27	209	....	148	....	209	....	....	145	146	145	22	12	23	6	6	....	4	3	6	2
4	175	20	107	185	....	....	185	....	....	98	132	98	26	10	9	4	3	....	2	6	....	6
5	148	30	296	316	316	....	310	....	40	330	330	330	56	24	24	1	2	....	2	....	1	4
6	74	30	150	90	150	....	150	....	....	78	170	78	27	9	9	8	10	....	4	6	2	1
7	73	27	63	100	100	....	99	....	....	88	69	88	14	9	4	....	16	....	6	10	3	5
8	88	10	157	157	157	....	157	....	....	123	109	....	62	29	17	....	3	....	3	3	1	4
9	97	69	66	....	178	....	158	....	....	110	88	113	34	9	11	5	3	....	3	....	....	....
10	76	27	102	45	135	20	182	....	....	118	118	118	....	20	9	6	8	....	2	6	....	....
11	122	63	297	450	550	40	550	....	90	502	502	502	68	33	28	12	21	7	14	13	....	3
12	77	7	153	60	153	....	153	....	75	83	87	85	20	15	12	....	2	....	2	....	....	....
13	172	142	158	38	158	26	138	....	....	164	95	....	10	3	6	3	16	....	5	11	9	5
14	146	39	304	304	304	....	304	....	....	388	388	388	38	39	19	2	16	....	....	16	2	3
15	108	41	366	410	366	....	366	....	243	155	151	....	29	19	11	6	8	....	1	7	3	2
16	87	14	208	113	163	....	180	....	....	114	94	208	39	23	9	3	5	....	1	4	....	....
17	250	51	272	201	272	....	183	....	....	369	157	369	32	15	5	1	17	....	....	17	4	8
18	162	39	250	....	275	....	275	....	....	204	219	204	104	39	40	10	12	....	5	7	7	3
19	106	9	68	....	144	....	144	....	....	161	161	161	21	12	7	....	4	....	....	4	....	....
20	131	32	260	200	200	....	200	....	15	131	118	131	20	10	7	....	1	....	1	....	....	....
21	94	27	152	152	152	....	152	....	28	202	202	100	22	8	19	....	6	....	14	....	14	13
22	93	39	54	95	95	....	95	....	....	80	92	82	9	10	12	....	....	....	....	....	....	....
23	56	161	223	223	223	....	223	....	....	145	157	....	32	18	24	1	5	....	....	5	2	6
24	100	35	200	150	200	....	200	....	....	157	124	157	40	40	26	5	3	....	....	3	3	4
25	180	33	209	209	209	....	209	....	117	92	117	92	35	11	15	5	17	....	9	8	11	16
26	83	16	155	77	155	....	155	....	....	73	92	165	32	23	21	5	6	....	....	6	....	4
27	145	48	262	172	262	....	262	....	114	156	160	316	30	19	11	13	3	....	3	10	3	6
28	436	156	320	230	363	73	318	....	....	280	391	456	34	16	18	3	31	....	1	30	10	27
29	276	94	156	54	286	....	286	156	....	120	335	335	12	16	25	5	13	....	....	13	8	7
30	75	6	120	50	156	50	156	60	....	175	175	90	20	17	2	....	1	....	1	....	....	....
31	104	60	212	118	212	....	212	....	....	280	280	135	....	15	16	8	12	....	2	10	....	7
1	4051	1377	5614	4499	6382	209	6511	216	722	5335	5447	5160	912	552	457	109	284	50	234	97	145		
2	3103	1021	5529	3230	5432	426	6062	....	849	4104	4022	3490	....	....	....	....	214	....	....	....	....
3	948	356	85	1269	950	....	449	216	....	1231	1425	1670	....	....	....	....	70	....	....	....	....
4	....	....	....	....	....	217	....	....	127	....	....	....	....	....	....	....	....	....	....	....	....

VIII.—TABLE H.—The

NUMBER OF PUPILS IN THE

SUBJECTS.

HIGH SCHOOLS.	SUBJECTS.												
	Reading and Orthoepey.	English Grammar.	English Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.
1 Alexandria.....	72	72	72	72	72	72	72	72	42	....	4	2	4
2 Almonte.....	146	176	176	176	176	176	176	176	139	2	....	30	6
3 Annprior.....	77	87	87	87	87	87	87	87	70	2	....	....	....
4 Arthur.....	57	57	57	57	57	57	57	57	40	....	24	7	16
5 Athens.....	174	174	174	174	174	174	174	174	134	1	13	28	13
6 Aurora.....	100	100	100	100	100	100	100	100	76	....	19	23	18
7 Beamsville.....	52	58	58	58	53	53	58	57	13	....	10	6	10
8 Belleville.....	252	244	244	244	252	252	250	254	108	4	25	25	22
9 Berlin.....	94	113	115	115	114	113	43	115	56	5	4	18	6
10 Bowmanville..	136	136	136	136	136	136	134	130	96	3	40	25	40
11 Bradford.....	114	112	112	112	112	112	112	112	112	3	60	29	60
12 Brampton.....	117	178	178	178	178	178	178	178	61	11	20	50	20
13 Brighton.....	74	74	74	74	74	74	74	73	25	....	28	8	28
14 Caledonia.....	141	141	141	141	141	141	141	141	103	....	35	33	58
15 Campbellford..	128	147	147	147	147	147	145	145	75	4	108	36	108
16 Carleton Place.	154	198	198	198	198	198	198	198	153	7	10	30	11
17 Cayuga.....	73	73	73	73	73	73	73	73	35	....	57	8	57
18 Colborne.....	83	83	83	83	83	83	83	83	82	1	26	10	16
19 Cornwall.....	171	171	171	171	171	171	171	171	140	....	36	32	23
20 Deseronto.....	86	86	86	86	86	86	86	86	22	....	25	14	20
21 Dundas.....	74	86	87	86	86	86	86	86	45	1	35	11	2
22 Dunnville.....	92	111	111	111	111	111	111	111	73	5	34	8	34
23 Dutton.....	72	76	76	76	76	76	72	76	62	4	31	22	31
24 Elora.....	87	87	87	40	87	87	87	87	40	3	4	20	4
25 Essex.....	66	84	84	84	84	84	83	83	34	1	18	15	19
26 Fergus.....	116	116	116	116	116	116	116	116	116	....	2	35	2
27 Gananoque.....	89	96	96	96	96	96	94	96	41	2	9	3	10
28 Georgetown....	92	117	117	117	117	117	117	116	69	2	30	10	28
29 Glencoe.....	79	110	110	111	110	110	112	112	110	1	67	31	15
30 Goderich.....	188	220	223	223	223	223	220	224	170	6	60	41	60
31 Gravenhurst..	55	55	55	55	55	55	55	55	55	....	50	3	50
32 Grimsby.....	42	42	42	42	42	42	42	42	42	....	....	7	....
33 Harriston.....	170	170	170	170	170	170	170	168	94	2	106	38	58
34 Hawkesbury....	69	72	72	72	72	72	72	72	43	....	60	5	60
35 Iroquois.....	98	114	114	114	114	114	114	114	71	....	44	25	44
36 Kemptville....	135	161	161	159	160	161	157	160	160	4	....	18	....
37 Kincardine....	112	154	154	154	154	154	154	154	150	12	56	34	48
38 Listowel.....	159	159	159	159	159	159	159	159	99	....	58	39	43
39 Lucan.....	88	94	94	95	94	94	94	94	94	....	60	21	60
40 Madoc.....	89	89	89	89	89	89	89	89	75	....	40	18	40
41 Markham.....	114	114	114	114	114	114	114	114	114	....	12	7	12
42 Mitchell.....	138	161	161	111	159	159	158	161	111	7	24	34	24
43 Mt. Forest....	114	126	126	126	128	128	127	127	120	5	50	15	50
44 Napanee.....	150	203	203	203	203	203	195	203	153	8	42	49	50
45 Newburgh.....	63	76	76	76	76	76	72	76	55	4	69	12	69
46 Newcastle.....	37	46	46	46	46	46	46	46	20	....	7	9	7
47 Newmarket.....	101	124	124	122	122	122	122	122	114	3	42	25	42
48 Niagara.....	39	37	37	37	37	37	37	37	35	8	....	....	....
49 Niagara Falls,S	127	127	127	127	127	127	127	127	52	3	23	22	23

High Schools.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	Greek.	French.	German.	Writing.	Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates during year?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many matriculated at any University during the year?	Senior.	Junior.	1st Class Honors.	How many?	2nd Class Honors.	How many?
1	4	55		72	72	72		72				43			2									
2	22	92	11	146	146	146		146			30			18	7	7					2	6		3
3	7	54	6	43	16	71		71				69		6	1						4			
4		28		50	17	50		50																
5	17	99		174	75	115		140			100	100		27	17	14	1	4	1		3			
6	7	35		79	86	86		87						12	9	5	1	1			1			
7		11	5	52	52	52		52				29			5	1								
8	13	38		197	46	189		217						21	8	4	5				5			
9	3	16	70	97		97		97				40		14	9	4	2		1		4	2		
10	6	35	22	62	20	109		84						55	20	8	1	1			1		1	
11	10	41	9	112	113	112	60	112	112	60		112		27	18	5		4			4			
12	8	86	8	117	50	117	80	117				70		35	21	14	1	4			4	3		2
13		25	7	65	17	73		73				30			5		2				2			
14	6	40	4	100	50	50		100				63		30	15	10	1	5			5	2		
15		30	15	110		113		110							8	9	2	1			1			
16	15	80		154	70	154		154	80		198	198			16	4	3	6	1		5			
17	7			66	66	66		66			20	20		11	3	3					1			
18		28	8	83	26	43		70				41		17	10		2				2			
19	6	65		143	46	143		144							15	10					2			
20	6	28		72		45		40					86	86	11	6	3							
21	8	50		74	74	74		74						5	4	3		2			2			
22	7	31	10	92	94	94		92						21	11	1	2	4	4		5		3	
23	5	16	3	52	29	29		52			25			15	8	4								
24	5	30	22	61	61	61		61						13	9	3		2			2		2	
25	2	29	6	66	21	66		66			45	45		15	3	2	1	2			2			
26	6	63		89	89	89		89						17	9	6		1			1			
27	4	67	7	96	89	89		88	83					8	1	1	1	1			1			
28	5	55	7	30	90	90		89						15	5	6					3			
29		26	3	79	79	79		79						38	25	15		6			6	4	3	
30	7	65	24	70	185	185		180						45	20	11		3			3			
31		14		55	55	55		54			45	28		3	3									
32		10	12	23	41	41		41		42			20		3									
33	16	37	29	124	50	74		131			104	104		35	25	17		3			3		1	
34		32		43	39	69		69				49	39	10	4	1								
35	10	31		105	105	105		105				69	45	69	6	10	4				2			
36			10	137	137	137		137			100	100		3	16	6	9	8			3		2	
37	11	61	22	45	66	66		66				34	154	29	10	12		1			1		1	
38	3	25	17	124		124		124			97	62		35	22	11		1			1			
39		18	10	73	73	73		73						18	10	5								
40		33		79		70		70			39	89	39		10	7								
41	4	36	8	31	107	107		107				73	34	18	2	1	1	2			2		1	
42	2	36	63	136	90	136		135				61	90	20	10	7		4			4		2	
43	10	45	8	114	114	114		114				52	40	17	20	2		4			4		3	
44	12	116	16	87	63	150		150			203	203	94	56	24	10		4			4			
45	1	14		63		63		63				6		12	8	1								
46	1	28	5	35	35	35		41				21	21	11	5									
47	8	45	12	52	90	90		90			101	101		22	13	4	2	7			7			
48		24		41	20	39	10	39		25				5										
49	3	51		102	102	102		113						22	14	2		2			2		4	3

VIII.—TABLE H.—The

NUMBER OF PUPILS IN THE

SUBJECTS.

HIGH SCHOOLS.	Reading and Orthoepey.	English Grammar.	English Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physica.	Chemistry.	Botany.	Zoology.	Latin.
50 Norwood	90	118	118	118	118	118	118	118	74	.....	65	25	40	.....	20
51 Oakville	87	87	87	87	87	87	87	87	87	.....	62	19	62	.....	22
52 Omemee	57	57	57	57	57	57	57	57	57	.....	1	45	12	45	15
53 Orangeville	180	245	245	244	245	245	240	240	120	8	53	35	53	.....	95
54 Orillia	125	169	169	169	169	165	169	164	85	3	15	20	15	.....	78
55 Oshawa	171	171	171	171	171	171	171	170	88	5	45	29	43	.....	37
56 Paris	112	112	112	112	112	112	112	112	112	.....	76	16	76	.....	36
57 Parkhill	77	113	113	113	113	113	113	113	113	.....	84	36	84	.....	14
58 Pembroke	92	92	92	90	90	90	92	90	90	.....	2	6	.....	.....	46
59 Petrollea	100	117	117	117	117	117	117	116	116	1	72	17	75	1	73
60 Picton	181	181	181	181	181	181	181	181	165	.....	42	24	27	.....	52
61 Port Arthur	49	49	49	49	49	49	49	49	18	1	.....	2	.....	.....	18
62 Port Dover	60	81	81	81	81	81	81	81	30	2	24	24	14	.....	33
63 Port Elgin	106	125	125	125	125	125	126	126	79	1	38	26	38	.....	49
64 Port Hope	120	159	159	159	159	159	159	159	129	.....	29	39	29	.....	55
65 Port Perry	97	125	125	125	125	125	125	125	50	6	26	15	31	.....	45
66 Port Rowan	40	52	52	52	52	52	52	52	49	.....	51	12	40	.....	.....
67 Prescott	76	76	76	76	76	76	76	76	30	.....	10	.....	.....	.....	43
68 Renfrew	131	131	131	131	131	131	131	128	128	3	15	6	4	.....	46
69 Richmond Hill	61	67	67	67	67	67	67	67	67	.....	1	6	1	.....	27
70 Sarnia	220	250	250	250	250	250	250	250	108	2	33	40	33	.....	108
71 Simcoe	128	163	163	160	160	160	160	150	85	.....	85	30	85	.....	40
72 Smith's Falls	113	142	142	142	142	142	136	142	92	6	48	29	98	4	47
73 Smithville	69	80	80	80	80	80	80	80	80	.....	17	10	17	.....	25
74 Stirling	44	49	49	49	49	49	49	49	40	3	15	25	25	.....	15
75 Streetsville	41	43	43	43	43	43	43	43	18	.....	1	.....	1	.....	19
76 Sydenham	112	114	114	114	114	114	112	114	69	5	41	16	39	3	44
77 Thorold	76	76	76	76	76	76	76	76	55	.....	6	14	6	.....	23
78 Tilsonburg	84	95	95	95	95	95	95	95	61	.....	17	14	17	.....	22
79 Trenton	82	116	116	116	116	116	116	116	116	.....	28	30	28	.....	18
80 Uxbridge	102	125	125	125	125	125	125	125	83	3	20	11	20	.....	52
81 Vankleekhill	102	118	118	118	118	118	118	118	5	.....	5	22	5	.....	24
82 Vienna	20	40	40	40	40	40	40	40	36	1	15	5	18	1	5
83 Walkerton	172	172	172	172	172	172	172	172	46	.....	47	21	21	.....	43
84 Wardsville	61	71	71	71	70	70	67	70	28	3	11	6	7	.....	28
85 Waterdown	75	75	75	75	75	75	75	75	65	.....	8	12	8	.....	25
86 Welland	85	98	98	98	98	98	94	98	98	5	28	13	28	1	56
87 Weston	74	85	85	82	85	85	85	85	70	1	10	13	10	.....	35
88 Williamstown	54	67	67	67	67	62	67	67	67	.....	23	9	9	.....	26
89 Windsor	191	191	191	122	191	191	191	191	81	1	30	21	23	.....	50
1 Total, 1890	9073	10204	10210	10032	10202	10193	10092	10174	7045	182	2810	1711	2596	37	3257
2 " 1889	9020	10224	10214	10045	10204	10149	10107	10133	5185	203	2953	1561	2453	18	3237
3 Increase	53	.....	.....	.....	.....	44	.....	41	1860	.....	.....	150	.....	19	20
4 Decrease .....	.....	20	4	13	2	.....	15	.....	.....	21	143	.....	357	.....	.....
5 Percentage of Coll. Inst's. & High Schools..	83	99	99	98	98	98	97	97	72	4	29	18	28	1	37

High Schools.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	Greek.	French.	German.	Writing.	Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates during year?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many matriculated at any University during the year?	Senior.	Junior.	1st Class Honors.	How many?	2nd Class Honors.	How many?
50	10	32	7	90	90	90		90																
51	3				67	67		67						16	15	13		8			8			
52		26			57	12		53						5	8	2								
53	26	75	17	50	75	150		139						12	6	3								
54	27	65	17	132		130		132						20	20	20								
55	6	100	7	92	43	144		155			160	165	160	25	2	5	1							
56	1	23		96	96	96		96						14	10	6								
57	3	15	2	77	77	77		77						10	5	2								
58	10	32	5	46	35	81		80			113	113	113	22	10	11								
59	3	93	35	74		100	74	100							3	3								
60		94	16	121	35	75		151			54			28	8	3								
61		34		49	49	40		49			60	50		4	1	1								
62		27	20	44	44	44		44						14	10	3	1							
63		24	22	69	35	115		115			70	57	70	18	18	3								
64		96	26	120		120		120			64	60		26	13	5	1							
65	6	57	16		26	45		97		60	97	97	97	35	19	6								
66				40	40	40		40						6	3	4								
67	5	51		64		64		64						5	3	4								
68	7	44	6	78	107	107		117			64			12	5	3								
69	5	25		61	61	61		61						8	4	1								
70	14	104	20	152	75	220		220						34	16	8								
71	2	50	12	128	118	128		128			82	81		32	16	6								
72	5	47		113	113	113		113			65	77		22	14	11								
73	4	13	6	69		50		80			39	41		8	3	3								
74	4			49	25	28		40			20		16		2	2								
75	3	22	1	40	41	41		40						2	2	3	1							
76	6	16	9	96	96	87		87						17	5	7								
77	2	45		48	48	48		19						3	2	7								
78	5	32	3	84	84	84		84	95		95	95	95	11	7	1								
79	5	30		45	82	82		82			95	95	95	16	11	7								
80	4	47	17	42		110		68			54	62		12	9	5								
81		113	6	102	102	102		102			76	47		24	7	4	1							
82		18	2	16	40	40		40			43			12	9	3								
83	9	46	51	43		130		124				48		33	22	5								
84	2	27	2	23		61		61						7	5									
85	1	24		63	58	58		58						13	7	2								
86	7	14	3	85		85		85			45	53		12	1	5								
87	9	39	4	68	74	74		74			25	30		13	3	2								
88	12	30	3	19	54	54		54			42	15		14	2	1								
89	3	53	3	176		176		176						10	10	8								
1	479	3786	835	7157	4868	7879	224	8176	275	354	3060	3452	951	1335	818	414	34	198	19	180	49	50		
2	505	3650	688	7041	5504	7684	213	8324	96	656	1689	1914	605				153							
3		136	147	116		195	11		179		1371	1538	346											
4	26				636			148		302							45							
5	6	41	12	66	48	73	2	75	3	6	43	46	31	12	7	4	1	3	1	2	1	1		

Collegiate Institutes.

INFORMATION.

	Schools opened or closed with prayer.	Schools using Bible.	Commencement exercises, Reg. 55.	Number of pupils in—				No. from municipalities composing High School District.	No. from other municipalities within the County.	No. from other Counties.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. of pupils who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
				Form I.	Form II.	Form III.	Form IV.											
1	1	.....	1	163	55	14	5	178	41	18	.....	1	.....	7	11	8	22	30
2	1	.....	1	137	21	8	.....	89	74	3	.....	1	.....	3	7	1	17	18
3	1	1	1	207	54	25	5	186	76	29	.....	.....	.....	.....	.....	.....	12	.....
4	1	1	1	185	32	9	4	173	49	8	.....	.....	2	16	5	6	4	5
5	1	1	1	296	48	16	.....	244	110	6	.....	.....	.....	20	10	2	30	10
6	1	1	.....	120	39	6	5	79	80	11	.....	.....	.....	15	10	5	22	5
7	1	1	.....	131	30	2	.....	102	51	10	.....	.....	.....	6	2	.....	13	20
8	.....	.....	.....	156	57	14	4	63	93	75	.....	1	.....	5	2	.....	43	22
9	1	1	1	165	39	15	.....	120	54	45	.....	.....	.....	18	12	5	19	20
10	1	.....	.....	182	43	11	.....	185	35	16	.....	.....	.....	30	12	10	15	10
11	1	.....	.....	550	75	42	10	553	66	58	.....	.....	.....	.....	.....	15	40	26
12	1	.....	1	146	26	.....	.....	107	53	12	.....	.....	.....	8	8	.....	17	25
13	1	.....	.....	213	37	9	.....	208	46	5	.....	.....	.....	.....	.....	10	15	5
14	1	.....	.....	304	67	15	2	182	139	67	.....	1	.....	30	.....	.....	15	37
15	1	.....	.....	364	44	31	2	417	24	.....	.....	.....	.....	27	7	8	53	.....
16	1	1	1	163	31	14	.....	86	82	40	.....	2	2	24	1	3	13	.....
17	1	.....	1	272	65	34	.....	275	65	31	1	4	.....	10	15	5	30	12
18	1	.....	1	277	109	24	13	181	150	92	.....	.....	.....	20	11	7	13	7
19	1	.....	.....	135	24	2	.....	104	50	7	1	2	.....	25	50	20	75	80
20	1	1	.....	210	37	2	.....	200	49	.....	.....	.....	.....	.....	.....	.....	8	.....
21	1	.....	1	112	76	22	2	96	100	16	2	1	.....	8	14	6	17	18
22	1	1	1	147	39	6	.....	87	97	8	.....	1	.....	10	20	1	15	.....
23	1	1	1	223	63	15	1	234	51	17	.....	.....	.....	20	6	4	40	5
24	1	.....	1	199	62	20	.....	103	122	56	.....	.....	.....	20	30	15	40	.....
25	1	.....	.....	209	72	32	19	181	70	81	2	4	.....	12	15	10	25	10
26	1	1	1	155	45	35	.....	120	70	45	.....	.....	.....	18	10	8	19	10
27	1	1	1	265	44	9	7	215	92	18	1	.....	.....	13	10	2	10	16
28	1	1	1	498	101	35	.....	620	10	4	.....	.....	.....	50	3	17	20	95
29	1	1	1	301	115	38	.....	372	65	17	.....	.....	.....	40	15	5	18	40
30	1	.....	1	156	22	4	.....	99	82	1	.....	.....	.....	12	6	1	4	14
31	1	.....	1	212	68	14	2	153	105	38	.....	1	.....	18	22	7	25	12
1	29	14	20	6853	1640	523	81	6012	2251	834	7	20	4	485	314	181	706	551
2	27	16	16	6100	1583	452	102	5366	2135	736	29	22	2	592	370	184	636	658
3	2	.....	4	753	57	71	.....	646	116	98	.....	.....	2	.....	.....	.....	70	.....
4	.....	2	.....	.....	.....	.....	21	.....	.....	.....	22	2	.....	107	56	3	.....	107

IX.—TABLE I.—The

HIGH SCHOOLS.		MISCELLANEOUS													
		Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances for physical education.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.	Schools opened or closed with prayer.
				Acres			\$	\$	\$		\$		\$		
1 Alexandria	B	F	$\frac{1}{4}$	206	..		80	115	43						
2 Almonte	S	R	1	211	1	532	197	46				1	20		1
3 Arnprior	B	F	$\frac{1}{4}$	208	1	193	93	54	25						1
4 Arthur	B	F	$\frac{2}{3}$	80			196	25	40						1
5 Athens	S	F	2	211	1	367	253	40							1
6 Aurora	B	R		209		198	241	56				1			1
7 Beamsville	B	F	2	210	1	234	201	38				1	50	1	1
8 Belleville	B	F	$\frac{1}{4}$	198	1	175	342	134							1
9 Berlin	B	F	4	206		247	940	69				1	40		1
10 Bowmanville	B	F	$\frac{1}{4}$	192		450	427	54				1	25	1	1
11 Bradford	B	F	2	205			203	47			9	1			1
12 Brampton	S	F	5	207		143	258	28		20	1	25			1
13 Brighton	B	F	$\frac{3}{4}$	205	1	117	255	40						1	1
14 Caledonia	B	F	1	108	1	122	230	37			6				1
15 Campbellford	B	F	$\frac{1}{4}$	209	1	76	278	33						1	1
16 Carleton Place	S	F	$\frac{1}{4}$	210	1	140	264	48						1	1
17 Cayuga	B	F	1	210		152	29							1	1
18 Colborne	B	F		209	1	283	247	82				1		1	1
19 Cornwall	B	F	$\frac{1}{4}$	207		389	152	128						1	1
20 Deseronto	B	F	3	204		257	303	49		1	200				1
21 Dundas	B	F	2	205	1	178	211	109				1		1	1
22 Dunnville	B	F	$\frac{1}{4}$	207		150	340	27						1	1
23 Dutton	B	R	1	203		112	204	32							1
24 Elora	S	R	1	204		51	269	113				1	3000	1	1
25 Essex	B	F	$\frac{3}{4}$	200		102	213	75						1	1
26 Fergus	S	F	$\frac{1}{4}$	209	1	104	173	70						1	1
27 Gananoque	S	F	$\frac{1}{4}$	201	1	83	132	94						1	1
28 Georgetown	B	F	$\frac{4}{3}$	199		85	135	33						1	1
29 Glencoe	B	F	2	209		215	291	47							1
30 Goderich	B	F	$\frac{1}{2}$	205		317	404	76						1	1
31 Gravenhurst	F	R	1	209		21	233	34							1
32 Grimsby	F	F	1	199		55	100	44		1				1	1
33 Harriston	B	F	3	209		22	98	73						1	1
34 Hawkesbury	B	F	$\frac{1}{2}$	204	1	193	175	54			10			1	1
35 Iroquois	B	F	1	204		272	350	56						1	1
36 Kemptville	B	F	2	200	1	126	279	60		1	117				1
37 Kincardine	B	F	4	201	1	258	418	76			20			1	1
38 Listowel	B	F	$\frac{2}{3}$	207	1	112	104	75							1
39 Lucan	B	F	3	203		104	308	45							1
40 Madoc	B	F	1	206		133	269	80		1	450			1	1
41 Markham	B	F	$\frac{1}{4}$	178		87	74	15							1
42 Mitchell	B	F		207		103	182	78		1	372				1
43 Mt. Forest	B	F	$\frac{2}{3}$	207		296	377	76			10	1			1
44 Napanee	B	F	3	198	1	162	322	67		1					1
45 Newburgh	S	F	1	204	1	271	152	35							1
46 Newcastle	B	F	1	210	1	116	66	42						1	1
47 Newmarket	B	F	2	205		100	352	53				1		1	1
48 Niagara	B	F	$\frac{1}{3}$	205		128	133	58						1	1
49 Niagara Falls, S.	F	F	2	210		83	115	41							1
50 Norwood	B	F	1	200	1	255	131	8						1	1
51 Oakville	B	F	$\frac{1}{4}$	201	1	177	134	24				1	40	1	1
52 Omeme	F	F	$\frac{4}{3}$	212	1	41	143	45						1	1

High Schools.

INFORMATION.

	Schools using Bible.	Schools having religious instruction under Reg. 8, 206.	Commencement exercises. Reg. 56.	Number of Pupils in—				No. from municipalities composing High School District.	No. from other municipalities within the County.	No. from other Counties.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. of pupils who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
				Form I.	Form II.	Form III.	Form IV.											
1				71	1			70	1					4	5		8	4
2	1		1	146	25	5		110	42	24	1			6	9	1	11	15
3				77	8	3		71	10	7				1		2	1	7
4				55	7			45	16	1								
5			1	139	34	1		91	82	1				5	5		23	2
6	1			79	21			58	42			1		2	2	1	6	4
7	1			52	6			27	29	2				3	3		6	
8	1		1	197	55	4		232	21	3				14	3	7	17	25
9			1	94	9	10	2	52	59	4				14	2	1	8	7
10	1	1		96	35	5		87	49					10	10	2	6	
11			1	83	29	2		38	73	3		1		10	7	5	13	6
12			1	117	50	11		90	83	5	1	1	1			4	19	
13	1			64	16			44	36					3	4	2	8	5
14	1		1	106	34	1		47	66	28				10	2	5	20	3
15				113	30	4		57	82	8	1		1	8	12	2	16	14
16				154	37	7		98	80	20		1		3	4		10	
17				63	10			23	50					3	5	1	3	1
18	1			65	17	1		43	37	3		1		5	12	1	10	12
19	1			137	34			84	67	20	1	1		2	4	3	18	6
20				72	14			50	31	5				4	4		8	
21				74	11	2		43	44					2	2		3	2
22	1		1	92	13	6		56	48	7				8	9	5	10	
23	1		1	52	20	4		75		1				3	7	2	5	13
24				61	22	4		45	41	1		1		9	3	2	5	14
25				66	17	1		32	49	3				5	10	1	5	7
26				89	25	2		84	30	2				20	15	5	10	
27				89	5	2		72	21	3				6	2	2	5	12
28				93	22	2		38	59	20								
29				79	30	3		32	61	19	1	1		8	19	2	11	3
30				177	42	6		123	92	10				10	4	3	20	4
31	1			51	4			42	10	3							1	
32				36	6			19	21	2				2	3			5
33				109	57	4		52	73	45				4	8	2	28	16
34				67	5			52	19	1				1	4		3	3
35			1	89	25			40	58	16		1		5	4	1	13	9
36				137	20	4		48	46	67				8	6		15	10
37	1		1	112	28	14		89	61	4				3	4		18	10
38			1	60	64	35		94	62	3		1		3	5	2	34	3
39	1		1	73	15	6	1	42	48	5				5	6		4	8
40	1			71	18			54	32	3				1	2	2	13	
41				107	7			29	85					1			1	
42			1	126	25	9	1	150	5	6				8	7	4	10	8
43				102	24	2		67	28	33				12	6	5	20	14
44	1			150	45	8		98	101	4		2		20	12	10	23	15
45				63	9	4		26	50								8	3
46		1		37	9			20	23	3				2	2		3	6
47				101	20	3		48	63	13				2	4	6	12	24
48			1	41				29	11	1				2	2		1	12
49	1			102	22	3		68	33	26				7	5		4	9
50	1			90	35			52	51	22				2	4	5	14	6
51	1			67	20			45	39	3				6	7	2	6	3
52			1	44	12	1		40	13	4				2		6	5	3

IX.—TABLE I.—The

HIGH SCHOOLS.															MISCELLANEOUS									
	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances for physical education.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.	Schools opened or closed with prayer.										
			Acres			\$	\$	\$		\$														
53 Orangeville.....	B	F	2½	203	....	363	367	77	....	....	....	....	....	1				
54 Orillia.....	B	F	2	212	....	329	35	4	1	3146	....	....	....	1						
55 Oshawa.....	B	F	3	204	1	168	301	77	....	....	1	....	1	1							
56 Paris.....	B	F	3½	211	1	110	338	111	....	....	....	....	1	1						
57 Parkhill.....	B	F	3	212	1	34	279	94	1	25	1	25	....	1									
58 Pembroke.....	B	F	¾	211	1	16	174	91	....	....	....	....	1	1						
59 Petrolea.....	B	F	2½	210	....	305	291	31	....	....	....	....	1	1					
60 Picton.....	B	F	1	199	....	401	290	57	....	....	....	....	1	1					
61 Port Arthur.....	B	F	1¾	205	....	....	300	50	....	10	1	15	....	1						
62 Port Dover.....	B	F	1	208	....	83	87	28	....	....	....	....	1	1					
63 Port Elgin.....	B	F	1½	199	....	62	256	11	1	300	....	....	1	1							
64 Port Hope.....	B	F	2	204	....	100	279	45	....	5	1	....	1	1							
65 Port Perry.....	B	F	1½	206	1	320	211	44	....	....	1	10	....	1							
66 Port Rowan.....	B	F	2	208	1	40	98	29	....	....	....	....	1	1						
67 Prescott.....	S	F	2	204	1	87	119	67	....	....	....	....	1	1						
68 Renfrew.....	B	F	3	207	1	104	88	18	....	....	....	....	1	1						
69 Richmond Hill.....	B	F	1	205	1	142	104	46	....	....	....	....	1	1						
70 Sarnia.....	B	F	1½	210	1	70	594	107	....	....	....	....	1	1						
71 Simcoe.....	B	F	2½	207	1	150	215	31	....	....	....	....	1	1						
72 Smith's Falls.....	B	F	1	212	1	177	372	68	....	....	....	....	1	1						
73 Smithville.....	B	F	1	208	....	40	279	49	....	....	....	....	1	1					
74 Stirling.....	B	F	2½	212	1	110	256	38	....	....	....	....	1	1						
75 Streetsville.....	B	F	2	204	....	70	83	54	....	....	....	....	1	1					
76 Sydenham.....	S	F	1	208	....	11	....	....	....	....	....	....	....	1		
77 Thorold.....	B	F	2½	212	....	49	186	61	....	....	....	....	....	1				
78 Tilsonburg.....	B	R	1	208	....	135	220	64	....	25	1	....	....	1						
79 Trenton.....	B	F	3	202	1	153	294	79	....	5	....	....	1	1							
80 Uxbridge.....	B	F	1	201	1	112	156	36	....	....	....	....	1	1						
81 Vankleekhill.....	B	F	2	206	....	50	82	38	....	....	....	....	1	1					
82 Vienna.....	B	F	5	210	1	43	230	105	1	575	....	....	1	1								
83 Walkerton.....	B	F	1½	204	....	144	509	52	....	10	....	....	1	1						
84 Wardsville.....	B	F	2	87	1	139	130	36	....	4	1	5	....	1								
85 Waterdown.....	S	F	2	212	1	108	164	73	....	....	....	....	1	1						
86 Welland.....	B	F	1	201	....	64	242	35	....	....	....	....	1	1					
87 Weston.....	B	F	1	207	....	129	143	55	....	....	....	....	1	1					
88 Williamstown.....	B	F	1	195	1	50	13	45	....	....	....	....	1	1						
89 Windsor.....	B	F	1	200	1	93	304	42	....	....	....	....	....	1					
	B	S	F	R	Acres.																			
1 Total, 1890.....	74	11	4	83	6	144	202	43	13228	20200	4814	10	5312	20	3255	46	79							
2 Total, 1889.....	74	11	4	81	8	146	197	44	12403	18445	4534	8	5022	18	3385	49	79							
3 Increase.....	2	5	825	1755	280	2	297	2							
4 Decrease.....	2	2	1	130	3							

High Schools.

INFORMATION.

	Schools using Bible.	Schools having religious instruction under Reg. 8, 206.	Commencement exercises. Reg. 55.	Number of Pupils in—				No. from municipalities composing High School District.	No. from other municipalities within the County.	No. from other Counties.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. of pupils who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
				Form I.	Form II.	Form III.	Form IV.											
53			1	183	52	10		79	89	77				15	10	3	20	5
54	1		1	132	27	10		110	44	15				15	15	4	8	18
55			1	138	28	5		122	47	2				6	8		7	27
56	1			96	16			67	37	8				4	5		3	9
57	1		1	36	77			37	68	8	1			4	10	1	15	2
58				121	11			90	39	3		2		7	2	1	12	8
59			1	99	17	1		113		4	1			5	8	2	5	5
60				151	30			81	94	6		1		20			15	20
61				47	1	1		49						2		2	1	
62				44	31	6		62	6	13								
63	1			106	21	1		60	65	3				5	8		9	8
64				120	38	1		114	39	6				12	2	2	10	10
65	1	1	1	97	20	8		44	68	13				8	6	4	20	8
66	1			40	12			26	25	1								
67	1			64	12			57	19					5	2		3	10
68				117	14			52	74	5				4	6		12	
69				61	7			20	46	2				5			3	
70			1	202	48			162	86	2			1	8	13	3	19	27
71			1	128	35			80	80	3				20	20	3	20	15
72				113	23	6		86	23	33				5	4		11	9
73				69	10	1		50	28	2					5	4	4	
74	1		1	36	12	1		15	24	10		1		1	2	1	10	2
75			1	41	2			12	17	14				2	4		2	4
76				96	16	2		107		7					5		12	5
77		1	1	46	29	1		55	14	7				10	5		7	2
78	1		1	84	11			54	19	22				14	5	2	5	5
79			1	82	34			75	6	35	3			10	12	5	12	4
80				102	21	2		63	55	7				8	10	1	12	8
81				92	21	5		73	26	19							8	
82			1	33	6	1		36		4							5	6
83				136	36			83	66	23	1			16	23	6	24	26
84				61	6	4		38	14	19				2	6	4	1	1
85	1			63	12			52	6	17				3	4	2	2	3
86	1			85	9	4		98						8	4		1	12
87	1			68	17			29	41	15				5	17	2	3	3
88				54	13			63	4						5		4	
89			1	167	24			126	63	2				30		4	11	33
1	33	4	33	8097	1948	249	4	5761	3665	872	11	22	3	533	481	166	837	634
2	32	5	32	8409	1739	244	13	5575	3946	884	30	22	4	569	580	168	876	697
3	1		1		209	5		186										
4		1		312			9		281	12	19		1	36	99	2	39	63

X.—TABLE K.—PROTESTANT SEPARATE SCHOOLS.

STATISTICS.		Anderson.		No. 9, Cambridge.		No. 1, Marlborough.		No. 1, Osgoode.		No. 2, Osgoode.		Puslinch.		Rama.		L'Original.		Penetanguishene.		Total.		
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.		
<i>Receipts:</i>																						
Balances from 1889	30	16			5	85			2	27	9	70	72	86	195	89	306	89	849	01	1472	63
Government grants	20	70			9	28	2	67	25	00	11	03	15	55	47	62	30	49	101	57	263	91
Municipal grants							4	79	11	13			45	00	43	98	300	00	498	43	903	33
Trustees' school taxes	150	00			108	26	30	00	165	00	95	60	292	34	415	00					1256	20
Other sources	8	60					34	82	3	00	11	90			94	00	12	00			164	32
Total	209	46			123	39	72	28	206	40	128	23	425	75	796	49	649	38	1449	01	4060	39
<i>Expenditure:</i>																						
Teachers' salaries	133	66			108	00	69	33	185	00	80	10	250	00	540	00	450	00	975	00	2791	09
School sites and buildings													42	80					356	35	399	15
Libraries, maps, etc															21	63			11	30	32	93
Other expenses	75	80			12	50	2	50	4	27	17	00	42	85	126	11	95	63	61	50	438	16
Total	209	46			120	50	71	83	189	27	97	10	335	65	687	74	545	63	1404	15	3661	33
Balances on hand					2	89	45		17	13	31	13	90	10	108	75	103	75	44	86	399	06
<i>Teachers:</i>																						
Certificate	III.		Temp.		Temp.		Temp.		III.		Temp.		III.		III.		II.		I.		(10 Teachers.	
Salary	Female, \$250		Female, \$144		Female, \$150		Female, \$185		Female, \$180		Female, \$250		Male, \$340		Male, \$450		Male, \$700		III.		1 Male.	
																					7 Female.	
																					1 I. C. C.	
																					1 II. C. C.	
																					5 III. C. C.	
																					3 Temp. C.	
<i>Pupils:</i>																						
Total attending	33		23		10		33		33		21		34		62		67		142		425	
Boys	12		11		7		21		21		13		13		33		34		78		222	
Girls	21		12		3		12		12		8		21		29		33		64		203	

Attending less than 20 days ..	5	2	1	5	4	4	12	4	17	50
20 to 50 days ..	3	6	5	7	6	6	8	9	23	72
51 " 100 " ..	21	3	4	9	8	2	13	15	29	111
101 " 150 " ..	4	4	.....	7	3	.....	9	13	35	81
151 " 200 " ..	.....	6	.....	5	.....	.....	20	24	38	107
201 " year ..	.....	2	.....	.....	.....	.....	.....	2	4	.....
Average attendance ..	10	12	3	12	9	9	31	37	80	212
No. in 1st Reader, Part I ..	3	.....	1	8	2	3	28	15	44	104
" " " " " II ..	4	2	2	6	6	7	18	1	13	59
" 2nd " ..	9	6	5	6	3	8	16	18	39	110
" 3rd " ..	9	6	2	7	7	9	.....	7	13	60
" 4th " ..	8	8	.....	6	3	6	.....	26	25	82
" 5th " ..	.....	1	.....	.....	.....	1	.....	.....	8	10
" Writing ..	33	23	8	25	17	34	62	67	142	411
" Arithmetic ..	33	23	8	25	19	34	62	67	142	413
" Drawing ..	33	.....	.....	9	17	34	62	67	142	364
" Geography ..	26	9	3	9	14	24	62	51	85	283
" Music ..	.....	.....	.....	.....	.....	.....	.....	50	142	192
" Grammar ..	26	9	2	6	12	16	62	51	46	230
" History ..	9	9	2	3	7	16	34	26	33	139
School houses ..	F	L	L	F	F	F	F	B	B	{ 2 Brick, 5 Frame, 2 Log.
Number of maps ..	2	7	.....	3	3	10	14	10	8	57
" globes ..	1	.....	.....	.....	.....	1	.....	3	1	6
No. of trees planted on Arbor Day ..	1	5	.....	.....	8	.....	.....	.....	.....	14

XI.—TABLE L.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate, Collegiate Institutes and High Schools; also, Normal and Model Schools. From the year 1880 to 1890, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.
1..	Population.....	.....	1913460	.....	.....	.....	.....	.....	.....	.....	.....	.....
2..	School Population (between the ages of five and sixteen years, up to 1884, and five to twenty-one subsequently).....	489924	484224	483817	478791	471287	583147	601204	611212	615363	616028	617856
3..	Collegiate Institutes and High Schools.....	104	104	104	104	106	107	109	112	115	120	120
4..	Normal and Model Schools.....	4	6	6	6	6	6	6	6	6	6	6
5.	Total Public Schools in operation	4941	5043	5013	5058	5109	5177	5213	5277	5330	5380	5459
6..	Total Roman Catholic Separate Schools.	196	195	190	194	207	218	224	229	239	243	259
7..	Grand Total of all Schools in operation	5245	5348	5313	5362	5428	5508	5552	5624	5690	5749	5844
8..	Total Pupils attending Collegiate Institutes and High Schools.....	12910	13136	12349	11843	12737	14250	15344	17459	17742	18642	19395
9..	Total Students and Pupils attending Normal and Model Schools.. ..	1090	1116	1059	1098	1093	1063	1099	1204	1239	1370	1359
10..	Total Pupils attending Public Schools	457734	451449	445364	438192	439454	444863	458297	462839	464200	468025	461994
11..	Total Pupils attending Roman Catholic Separate Schools	25311	24819	26148	26177	27463	27590	29199	30373	31123	32790	34571
12..	Grand Total, Students and Pupils attending Public, Separate, and Model Schools.....	497045	490520	484919	477310	480747	487771	508939	511875	514304	520827	517319
13..	Total amount paid for the Salaries of Public and Separate School Teachers	2113180	2106019	2144448	2210187	2296927	2327050	2385464	2458540	2521540	2553845	2669377
14..	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc.....	708872	738252	882526	898243	984835	985650	1072235	1283565	1337825	1644670	1626301

15..	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-Houses, and for Libraries, Apparatus, etc.....	2822052	2844271	3026974	3108430	3280862	3312700	3457699	3742105	3859365	4198515	4295678
16.	Total amount paid for Collegiate Institute and High School Teachers' Salaries.....	247894	257218	258864	266317	282776	294078	307517	327452	375680	376878	404973
17..	Total amount paid for erection or repairs of Collegiate Institute and High School-Houses, Maps, Apparatus, Prizes, Fuel, Books, etc.....	166035	88632	89857	82630	102690	135633	170280	168160	261375	268459	222235
18..	Amount paid for other educational purposes.....	253052	256861	262307	267688	265239	269977	281798	280832	300763	301518	362094
19..	Grand total paid for educational purposes*.....	3489033	3446982	3633002	3725065	3931567	4012438	4217294	4518549	4797183	5145370	5284980
20..	Total Public and Separate School Teachers.....	6747	6922	6857	6911	7085	7218	7364	7594	7796	7967	8180
21..	Total Male Teachers.....	3264	3362	3062	2829	2789	2744	2727	2718	2824	2774	2730
22..	Total Female Teachers.....	3483	3560	3795	4082	4296	4474	4637	4876	4972	5193	5450
23..	Average number of days each Public School has been kept open.....	208	208	206	207	208	208	208	208	208	208	208

*Not including Colleges and Private Schools.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1891.*

1. ORDERS IN COUNCIL.

I. SURRENDER OF CERTAIN HIGH SCHOOL LANDS IN THE TOWN OF NAPANEE (5th February, 1891).

II. MUNICIPAL CORPORATION OF THE COUNTY OF HASTINGS, AUTHORIZED TO INVEST A CERTAIN SUM OF MONEY IN DEBENTURES UNDER R. S. O. CAP. 184, s. 375 (10th March, 1891.)

III. NAPANEE HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE (13th March, 1891.)

IV. HIGH SCHOOL ESTABLISHED IN THE VILLAGE OF HAGERSVILLE (29th May, 1891.)

V. INDENTURE RESPECTING THE PUBLICATION OF THE PUBLIC SCHOOL DRAWING COURSE BY THE CANADA PUBLISHING COMPANY, APPROVED (4th June, 1891.)

VI. INDENTURE RESPECTING THE PUBLICATION OF THE HIGH SCHOOL ARITHMETIC BY THE ROSE PRINTING COMPANY, APPROVED (4th June, 1891.)

VII. BY-LAWS, INDUSTRIAL SCHOOL ASSOCIATION OF TORONTO, APPROVED (18th June, 1891.)

VIII. HIGH SCHOOL ESTABLISHED IN THE VILLAGE OF WATFORD (18th June, 1891.)

IX. PUBLIC SCHOOL WRITING COURSE TO BE THE ONLY WRITING BOOKS TO BE USED IN PUBLIC SCHOOLS AFTER JULY, 1892 (18th June, 1891.)

X. INDENTURE RESPECTING THE PUBLICATION OF THE HIGH SCHOOL HISTORY OF ENGLAND AND CANADA BY THE COPP, CLARK CO. (LIMITED), APPROVED (19th June, 1891.)

XI. GRANT OF \$500 TO THE PUBLIC SCHOOL BOARD OF THE VILLAGE OF ALLISTON, AUTHORIZED (25th June, 1891.)

XII. PURCHASE OF NATURAL HISTORY SPECIMENS, AUTHORIZED (15th October, 1891.)

XIII. SARNIA HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE (10th December, 1891.)

2. MINUTES OF DEPARTMENT.

I. MISS JANE HAMILTON QUALIFIED AS A DIRECTOR OF KINDERGARTENS (23rd March, 1891.)

II. SYLLABUS FOR ASSISTANT KINDERGARTEN TEACHERS, AUTHORIZED (23rd March, 1891.)

III. REGULATIONS RESPECTING THE SALARIES OF TEACHERS IN THE PROVINCIAL NORMAL AND MODEL SCHOOLS, APPROVED (25th March, 1891.)

IV. APPOINTMENT OF STAFF OF THE ONTARIO SCHOOL OF PEDAGOGY, APPROVED (2nd July, 1891.)

V. APPOINTMENT OF M. FICHOT AS TEACHER OF FRENCH IN THE OTTAWA NORMAL SCHOOL, APPROVED (7th September, 1891.)

VI. REGULATIONS RESPECTING TEXT BOOKS IN PUBLIC, HIGH, AND TRAINING SCHOOLS, APPROVED (2nd October, 1891.)

VII. JOHN A. HEWITT'S PUBLIC SCHOOL TEACHER'S CERTIFICATE CANCELLED (4th November, 1891.)

VIII. JOHN C. REED'S PUBLIC SCHOOL TEACHER'S CERTIFICATE CANCELLED (4th November, 1891.)

IX. APPOINTMENT OF ALEXANDER CLARK CASSELMAN AS WRITING AND DRAWING MASTER IN THE NORMAL AND MODEL SCHOOLS, TORONTO, APPROVED (2nd December, 1891.)

3. CIRCULARS FROM THE MINISTER.

DEPARTMENTAL REGULATIONS.

INSTRUCTIONS TO COUNTY COUNCILS AND BOARDS OF SCHOOL TRUSTEES IN CITIES, TOWNS AND INCORPORATED VILLAGES ON SCHOOL ACT OF 1891.

I.—New High Schools.

With regard to new High Schools you will kindly note, that hereafter High Schools can be established only in municipalities containing one thousand of a population, unless where a district is formed of more municipalities than one; in which case the minimum population is fixed at three thousand. (*See section 8.*)

II.—High School Trustees.

Modifications have been made regarding the appointment of Trustees in High School districts. Where High Schools in cities and in towns separate from the county are open to county pupils on the same terms as High Schools in the municipalities not separated, county councils may appoint three trustees in addition to the number appointed by the municipal council of such city or town. Members of municipal councils are disqualified after their present term of office has expired from being members of boards of High School Trustees or members of a board of education. (*See sections 11 and 12.*)

III.—Maintenance of High Schools.

The county grant to High Schools required under the old Act is continued, and it is further provided that where the cost of maintenance for county pupils attending the High Schools exceeds the ordinary county grant, such excess shall be paid by the county. (*See section 31.*)

IV.—High School Fees.

County councils are empowered for the first time to impose fees not exceeding one dollar per month on county pupils. (*See sub-section 5 of section 2*) This allows the option of making the High Schools free to county pupils if deemed expedient, or to transfer a certain portion of the tax for High School purposes to those availing themselves of the High School. (*See section 37.*)

V.—Entrance Examinations.

Where county councils desire examinations to be held for the convenience of county pupils outside a High School district, they are empowered so to do on giving notice to the county inspector. All the expenses of such examinations, if not held at the request of the High School Board, are to be paid by the county councils; examinations at High Schools are continued as before, the expenses in the latter case being paid by the High School Trustees. Formerly, all the expenses of High School examinations, except in the case of cities and of towns separate from the county, were borne by the county councils. (*See section 38.*)

(1) In addition to the points above mentioned it would be well for High School Trustees to notice that Boards of Public School Trustees in the municipalities in which High Schools are situate, are now authorized to appoint a representative to the High School Board. (*See section 11, sub-section 6.*)

(2) Under section 31, it will be the duty of trustees to arrange with county councils for such sum in addition to the ordinary county grant as may be considered a fair equivalent for the cost of maintenance of county pupils, and in the event of disagreement to apply to the county judge for a settlement of all matters in dispute.

(3) Boards of Public and Separate School Trustees are authorized each to appoint a member of the board of examiners for the entrance examination to High Schools. (*See section 38, sub-sections 2 and 3.*)

(4) The Christmas holidays for Public and High Schools are reduced, and the Easter holidays extended. (*See section 42.*)

TORONTO, May, 1891.

DEPARTMENTAL REGULATIONS.

QUALIFICATIONS OF THE ENTRANCE EXAMINERS.

1. In construing the clauses of the High Schools Act referring to the appointment of examiners for the High School entrance examination, trustees should bear in mind that the appointed members of the Board under the new Act occupy to a certain extent the representative character of members under the old Act. In framing the present law it was intended that the trustees of Public and Separate Schools should each, from the teachers on their respective staffs, appoint a member of the Board of Examiners holding the rank of a first class teacher, if such were available, that is, if they had a teacher with the required qualification in the service, but if they had no first class teacher in their service, or if he were not available because of any disqualification, or from any cause, then the trustees would be at liberty to appoint a second class teacher of five years experience, actually engaged in teaching.

2. If the trustees of the Public or Separate School find however that the first class teachers on their own staff are not available they may appoint a second class teacher from their own staff, or they may appoint a first or second class teacher actually engaged in teaching from the staff of any High, Public or Separate School within or without the High School district. When the rights of the Public School and Separate School teachers (male and female) in the service of each board respectively are exhausted, the choice of the board is then unlimited except as to certificate.

3. By the regulations of the Education Department in force for many years, it is provided that no examiner shall be allowed to preside over the examination of his own pupils. The wisdom of this regulation has been unanimously approved by the profession, but as no regulation was issued since the passage of the new Act specifically disqualifying members of the new board from reading the papers of their own pupils, trustees have assumed that their appointment would be valid, and in a few cases appointments at variance with the principle of the regulations have been made. To allow examiners to read the papers of their own pupils might possibly lead to jealousies and suspicions that would be injurious to all concerned, and therefore, without in the least reflecting upon the *bona fides* of any person eligible for such appointments, it has been decided that no person who has pupils writing at the entrance examination shall be appointed examiner where such pupils are writing, thus applying to the presiding examiner and the examiner who reads the papers the same regulation.

TORONTO, June, 1891.

DEPARTMENTAL REGULATIONS.

TRUANCY AND COMPULSORY ATTENDANCE.

The Act passed last Session of the Assembly respecting truancy and compulsory attendance at school comes into force on the 1st July. Under section 7 of that Act it becomes the duty of the police commissioners, or in places where there are

no police commissioners, the municipal council of every city, town and incorporated village, to appoint one or more persons to act as truant officers.

Under sub-section 3 authority is given to the police commissioners or the municipal council to adopt regulations for the enforcement of the Act, subject to the approval of the Education Department.

The draft regulations sent herewith are intended merely as a guide to municipal councils, and are based upon regulations adopted in the United States, where an Act similar to the Ontario Act is in operation.

I shall be pleased to consider and approve of any amendments to this draft not inconsistent with the Act. I also send herewith a copy of the Act for your direction.

I need only add that it is of the utmost importance for the future well-being of the country that the provisions of the Act shall be vigorously enforced.

TORONTO, June, 1891.

Suggested Rules for the Direction of Truant Officers.

1. The truant officers shall perform their duties under the direction of the police commissioners, or municipal council when there are no police commissioners.
2. Where more truant officers than one are appointed, each officer shall be assigned a separate district, for which he will be held responsible.
3. Each truant officer shall keep a record of all reports made to the commissioners or the trustees; he shall keep a full and complete record of all cases of truants, absentees, neglected children, etc., brought before the courts, together with the final disposition of such cases; and shall keep such other records as the commissioners may from time to time prescribe.
4. Each officer shall on the 31st day of December in each year report to the Education Department on such form as may be required by the regulations of the department.
5. Each truant officer shall obtain *daily* from the office of the board of health the reports of all cases of scarlet fever and other diseases dangerous to the public health, and shall immediately give notice thereof to the principals of the schools in the district assigned to him.
6. The chairman of the police commissioners or the reeve of the municipality, as the case may be, of each city, town or village, shall on the first Monday of each month, except in the months of July and August, meet with the truant officers at the council chamber of the municipality for the purpose of receiving a detailed report of such officers for the preceding month, including in such reports all cases of truancy, absentees, neglected children, all violations of law with regard to the attendance of children at school which they may have investigated, and a statement of exceptional cases connected directly or indirectly with their work which may have been attended to. Each officer shall also state in his weekly report all absences from his work, the length of each absence, with the reason therefor.
7. Each officer shall endeavor to procure the attendance at school of all children of the district assigned to him, between 8 and 14 years of age, visiting them at their homes or places of employment, or looking after them in the streets for this purpose, and he shall, by persuasion and argument, both with the children and their parents or guardians, and by other means than legal compulsion, strive to secure such attendance.
8. The officers shall not be employed to inquire into the occasional absence of pupils of the public schools who are not suspected of truancy, or be required to visit those suspended by principals, unless directed to do so by the trustees.
9. When their services are requested by the teachers to inquire into the absence of pupils suspected of truancy, the officers shall take action in those cases only which are

reported to them with the details properly given on the regular truant cards furnished for the purpose, and shall report on such cases as soon as possible to the teachers. The officers shall note on the back of each card the date when their investigations are completed and affix their signatures. The cards shall then be given to the principal of the district, who shall affix his signature, and once a week shall forward all such cards to the truant officer. The officers shall include a statement of all such cases in their weekly reports.

10. The officers shall investigate and report upon such cases which may be referred to them in writing by any member of the board, the inspector, or any ratepayer. A statement of such cases, with the results of their investigations, shall be included in their monthly reports to the commissioners of police or to the municipal council.

11. Each truant officer shall consult at least once a month the record books containing the certificates of leave of absence issued to pupils under section 5 of the Act, and see that such pupils return to school on the expiration of the certificates, or report to the principals their reasons for not returning.

12. When a truant officer shall be unable, in a district assigned to him, to procure the attendance at school of any child who is a habitual truant, or who is required by the provisions of the law to attend school, it shall be the duty of such officer, after notice as required by the Act, to procure a warrant and arrest such child, who shall be brought for trial before a magistrate having jurisdiction in the case.

13. The principals of the schools shall report to the truant officer forthwith the name and address of any pupil expelled for vicious or immoral conduct.

14. The trustees of every school shall report to the truant officers in the last week in June and December in each year the names of all pupils between 8 and 14 years of age who were absent from school, without the excuse provided under section 5 of the Truancy Act.

Truant Card.

<i>No.</i>.....	.....<i>School.</i>
<i>Name</i>	<i>Age</i>
<i>Charge</i>	
<i>Parents' Name</i>	
<i>Residence</i>	
<i>Date</i>	
<i>Teacher</i>	<i>St. Room No.</i>

MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES.

The eleventh annual meeting of the National Educational Association of the United States was held in Toronto on the 14th of July and three following days. The meetings were very largely attended, and the subjects presented of vital interest to the profession. I am quite sure that the publication of the papers so fully by the daily press, and the addresses read by so many teachers of Ontario will react very favorably upon the educational opinion of the province.

TORONTO, July, 1891.

UNIVERSITY EXTENSION.

On the 5th of November the representatives of all the Universities of Ontario and contiguous universities met at the Education Department for the purpose of considering the propriety of organizing with a view to the extension of university teaching to outlying cities and towns. The attendance was large and great interest was manifested in this department of higher education.

TORONTO, November, 1891.

APPORTIONMENT OF LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1891.

The apportionment of the Grant to the several Municipalities is based upon the latest returns of population for the year 1890, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective county, city, town and village treasurers.

The County Councils—whose duty it is to raise from the several townships in their counties a sum at least equal to the amounts respectively apportioned to each county—are reminded that *all the supporters of Roman Catholic separate schools are exempt* from any rate to be levied for this purpose.

Toronto, May, 1891.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1891, for which an assessment is to be made by the County Council in the several Townships in each County, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman Catholic Separate School supporters are exempt from any rate for such purpose.

1. COUNTY OF BRANT.

<i>Municipalities.</i>	<i>Apportionment.</i>
Brantford	\$782 00
Burford	550 00
Dunfries, South	344 00
Oakland	85 00
Onondaga	161 00
Total	\$1922 00

2. COUNTY OF BRUCE.

Albemarle	\$154 00
Amabel	295 00
Arran	327 00
Brant	522 00
Bruce	408 00
Carriack	352 00
Culross	447 00
Eastnor	166 00
Elderslie	368 00
Greenock	373 00
Huron	478 00
Kincardine	418 00
Kinloss	350 00
Lindsay and St. Edmunds	140 00
Saugeen	220 00
Total	\$5018 00

5 (E.)

3. COUNTY OF CARLETON.

<i>Municipalities.</i>	<i>Apportionment.</i>
Fitzroy	\$312 00
Gloucester	596 00
Goulbourn	328 00
Gower, North	298 00
Huntley	276 00
March	114 00
Marlborough	198 00
Nepean	1030 00
Osgoode	495 00
Torbolton	112 00
Total	\$3759 00

4. COUNTY OF DUFFERIN.

Amaranth	\$458 00
Garafraxa, East	372 00
Luther, East	323 00
Melancthon	565 00
Mono	628 00
Mulmur	590 00
Total	\$2936 00

5. COUNTY OF ELGIN.

Aldbrough	\$588 00
Bayham	430 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

COUNTY OF ELGIN.

<i>Municipalities.</i>	<i>Apportionment.</i>
Dorchester, South	\$185 00
Dunwich	448 00
Malahide	471 00
Southwold	514 00
Yarmouth	585 00
Total	\$3221 00

6. COUNTY OF ESSEX.

Anderdon	\$223 00
Colchester, North	215 00
South	403 00
Gosfield, North	216 00
South	234 00
Maidstone	319 00
Malden	122 00
Mersea	434 00
Pelee Island	39 00
Rochester	301 00
Sandwich, East	570 00
West	305 00
Tilbury, West	583 00
Total	\$3964 00

7. COUNTY OF FRONTENAC.

Barrie	\$ 66 00
Bedford	185 00
Clarendon and Miller	106 00
Hinchinbrooke	164 00
Howe Island	37 00
Kennebec	147 00
Kingston	356 00
Loughborough	225 00
Olden	109 00
Oso	115 00
Palmerston and Canonto	88 00
Pittsburg	305 00
Portland	284 00
Storrington	244 00
Wolfe Island	144 09
Total	\$2575 00

8. COUNTY OF GREY.

Artemesia	\$446 00
Bentlnck	550 00
Collingwood	420 00
Derby	237 00
Egremont	414 00
Euphrasia	372 00
Glenelg	341 00
Holland	353 00
Keppel	435 00
Normanby	632 00
Osprey	400 00
Proton	327 00
Sarawak	128 00
St. Vincent	414 00
Sullivan	439 00
Sydenham	466 00
Total	\$6374 00

9. COUNTY OF HALDIMAND.

<i>Municipalities.</i>	<i>Apportionment.</i>
Canborough	\$122 00
Cayuga, North	219 00
South	108 00
Dunn	108 00
Moulton	210 00
Oneida	206 00
Rainham	228 00
Seneca	283 00
Sherbrooke	50 00
Walpole	539 00
Total	\$2073 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	\$ 34 00
Cardiff	66 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Havelock, etc.	113 00
Glamorgan	53 00
Lutterworth	49 00
Minden	135 00
Monmouth	40 00
Snowdon	98 00
Stanhope, Sherbourne and McClintock ..	58 00
Total	\$646 00

11. COUNTY OF HALTON.

Esquesing	\$514 00
Nassagaweya	335 00
Nelson	357 00
Trafalgar	477 00
Total	\$1683 00

12. COUNTY OF HASTINGS.

Carlow and Mayo	\$125 00
Elzevir and Grimsthorpe	128 00
Faraday and Dungannon	190 00
Hungerford	690 00
Huntingdon	263 00
McClure, Wicklow and Bangor	102 00
Herschel and Monteagle	178 00
Madoc	308 00
Marmora and Lake	212 00
Rawdon	404 00
Sidney	486 00
Thurlow	558 00
Tudor and Cashel	94 00
Limerick	56 00
Wollaston	88 00
Tyendinaga	506 00
Total	\$4388 00

13. COUNTY OF HURON.

Ashfield	\$554 00
Colborne	260 00
Goderich	304 00
Grey	467 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

COUNTY OF HURON.

<i>Municipalities.</i>	<i>Apportionment.</i>
Hay	\$468 00
Howick	539 00
Hullett	350 00
McKillop	332 00
Morris	364 00
Stanley	294 00
Stephen	457 00
Tuckersmith	332 00
Turnberry	292 00
Usborne	308 00
Wawanosh, East	240 00
“ West	249 00
Total	\$5810 00

14. COUNTY OF KENT.

Camden	\$333 00
Chatham	611 00
Dover	463 00
Harwich	627 00
Howard	392 00
Orford	329 00
Raleigh	507 00
Romney	167 00
Tilbury, East	308 00
Zone	160 00
Total	\$3897 00

15. COUNTY OF LAMBTON.

Bosanquet	\$310 00
Brooke	404 00
Dawn	311 00
Enniskillen	470 00
Euphemia	270 00
Moore	611 00
Plympton	459 00
Sarnia	281 00
Sombra	398 00
Warwick	404 00
Total	\$3918 00

16. COUNTY OF LANARK.

Bathurst	\$318 00
Beckwith	211 00
Burgess, North	124 00
Dalhousie and Sherbrooke, North	257 00
Darling	80 00
Drummond	256 00
Elmsley, North	152 00
Lanark	221 00
Lavant	90 00
Montague	246 00
Pakenham	222 00
Ramsay	296 00
Sherbrooke, South	115 00
Total	\$2588 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	\$370 00
Crosby, North	148 00
“ South	214 00
Elizabethtown	481 00

COUNTY OF LEEDS.

<i>Municipalities.</i>	<i>Apportionment.</i>
Elmsley, South	\$102 00
Kitley	244 00
Leeds and Lansdowne, Front	381 00
“ “ Rear	270 00
Yonge and Escott, Rear	154 00
Yonge, Front and Escott	321 00
Total	\$2685 00

17(a). COUNTY OF GRENVILLE.

Augusta	\$510 00
Edwardsburg	463 00
Gower, South	104 00
Oxford Rideau	393 00
Wolford	221 00
Total	\$1691 00

18. COUNTY OF LENNOX AND ADDINGTON.

Adolphustown	\$ 70 00
Amherst Island	118 00
Anglesea, Effingham and Kaladar	112 00
Camden, East	560 00
Denbigh, Abinger and Ashby	101 00
Ernestown	303 00
Fredericksburg, North	184 00
“ South	123 00
Richmond	290 00
Sheffield	253 00
Total	\$2114 00

19. COUNTY OF LINCOLN.

Caistor	\$228 00
Clinton	223 00
Gainsborough	320 00
Graham	222 00
Grimsby, North	127 00
“ South	190 00
Louth	200 00
Niagara	220 00
Total	\$1730 00

20. COUNTY OF MIDDLESEX.

Adelaide	\$294 00
Biddulph	305 00
Caradoc	485 00
Delaware	198 00
Dorchester, North	466 00
Ekfrid	322 00
Lobo	332 00
London	1086 00
McGillivray	387 00
Metcalfe	202 00
Mosa	329 00
Nissouri, West	339 00
Westminster	595 00
Williams, East	214 00
“ West	178 00
Total	\$5722 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

21. COUNTY OF NORFOLK.

<i>Municipalities.</i>	<i>Apportionment.</i>
Charlotteville	\$470 00
Houghton	245 00
Middleton	400 00
Townsend	471 00
Walsingham, North	280 00
“ South	254 00
Windham	467 00
Woodhouse	286 00
Total	\$2873 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick	\$132 00
Brighton	351 00
Cramahe	342 00
Haldimand	478 00
Hamilton	552 00
Monaghan, South	133 00
Murray	358 00
Percy	360 00
Seymour	391 00
Total	\$3097 00

22 (a). COUNTY OF DURHAM.

Cartwright	\$245 00
Cavan	354 00
Clarke	513 00
Darlington	560 00
Hope	500 00
Manvers	402 00
Total	\$2574 00

23. COUNTY OF ONTARIO.

Brock, North	\$200 00
“ South	260 00
Mara	326 00
Pickering	766 00
Rama	147 00
Reach	508 00
Scott	270 00
Scugog Island	67 00
Thorah	180 00
Uxbridge	388 00
Whitby, East	372 00
Whitby, West	309 00
Total	\$3793 00

24. COUNTY OF OXFORD.

Blandford	\$222 00
Blenheim	707 00
Dereham	434 00
Nissouri, East	340 00
Norwich, North	278 00
“ South	306 00
Oxford, North	165 00
“ East	235 00
“ West	251 00
Zorra, East	466 00
“ West	315 00
Total	\$3719 00

25. COUNTY OF PEEL.

<i>Municipalities.</i>	<i>Apportionment.</i>
Albion	\$336 00
Caledon	535 00
Chinguaconsy	561 00
Gore of Toronto	118 00
Toronto	643 00
Total	\$2193 00

26. COUNTY OF PERTH.

Blanchard	\$349 00
Downie	331 00
Easthope, North	302 00
“ South	229 00
Ellice	347 00
Elma	485 00
Fullarton	272 00
Hibbert	272 00
Logan	345 00
Mornington	386 00
Wallace	360 00
Total	\$3678 00

27. COUNTY OF PETERBOROUGH.

Asphodel	\$192 00
Belmont and Methuen	288 00
Burleigh, Anstruther and Chandos	149 00
Douro	246 00
Dummer	240 00
Ennismore	110 00
Galway and Cavendish	83 00
Harvey	113 00
Monaghan, North	101 00
Otonabee	396 00
Smith	346 00
Total	\$2264 00

28. COUNTY OF PRESCOTT.

Alfred	\$170 00
Caledonia	164 00
Hawkesbury, East	306 00
“ West	196 00
Longueuil	58 00
Plantagenet, North	433 00
“ South	285 00
Total	\$1612 00

28 (a). COUNTY OF RUSSELL.

Cambridge	\$183 00
Clarence	512 00
Cumberland	381 00
Russell	242 00
Total	\$1318 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	\$359 00
Athol	143 09
Hallowell	361 00
Hillier	208 00
Marysburgh, North	188 00
“ South	195 00
Sophiasburgh	244 00
Total	\$1698 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

30. COUNTY OF RENFREW.

<i>Municipalities.</i>	<i>Apportionment.</i>
Admaston.....	\$287 00
Alcona, South	112 00
Alice and Fraser	213 00
Bagot and Blithfield.....	161 00
Brougham.....	62 00
Bromley.....	188 00
Brudenell and Lynedoch.....	161 00
Grattan	160 00
Griffith and Matawatchan	65 00
Hagarty, Jones, Sherwood, Richards and Burns	228 00
Head, Clara and Maria	44 00
Horton	174 00
McNab	416 00
Pembroke	88 00
Petawawa.....	100 00
Ratcliffe and Raglan.....	101 00
Rolph, Wylie, McKay, Buchanan.....	92 00
Ross	308 00
Sebastopol	85 00
Stafford	103 00
Westmeath	374 00
Wilberforce and Alcona, North	306 00
Total	\$3828 00

31. COUNTY OF SIMCOE.

Adjala	\$222 00
Essa	487 00
Flos	357 00
Gwillimbury, West	304 00
Innisfil	474 00
Matchedash	39 00
Medonte	439 00
Nottawasaga	774 00
Orillia.....	398 00
Oro	508 00
Sunnidale	293 00
Tay	422 00
Tiny	370 00
Tecumseth	526 00
Tossoronto	141 00
Vespra	274 00
Total	\$6028 00

32. COUNTY OF STORMONT.

Cornwall	\$530 00
Finch	314 00
Osnabrock.....	621 00
Roxborough	482 00
Total	\$1947 00

32 (a). COUNTY OF DUNDAS.

Matilda	\$506 00
Mountain	380 00
Williamsburg	486 00
Winchester	460 00
Total	\$1832 00

32 (b). COUNTY OF GLENGARRY.

Charlottenburg	\$811 00
Kenyon	622 00
Lancaster	444 00
Lochiel	477 00
Total	\$2354 00

33. COUNTY OF VICTORIA.

<i>Municipalities.</i>	<i>Apportionment.</i>
Bexley	\$89 00
Carden	91 00
Dalton	66 00
Eldon.....	376 00
Emily.....	281 00
Fenelon.....	321 00
Laxton, Digby and Longford	95 00
Mariposa	486 00
Ops	335 00
Somerville.....	210 00
Verulam	240 00
Total	\$2590 00

34. COUNTY OF WATERLOO.

Dumfries, North.....	\$280 00
Waterloo.....	808 00
Wellesley	513 00
Wilmot	620 00
Woolwich	547 00
Total	\$2768 00

35. COUNTY OF WELLAND.

Bertie	\$488 00
Crowland	142 00
Humberstone	320 00
Pelham	284 00
Stamford	230 00
Thorold	260 00
Wainfleet	311 00
Willoughby	273 00
Total	\$2308 00

36. COUNTY OF WELLINGTON.

Arthur	\$341 00
Eramosa	362 00
Erin	433 00
Garafraxa, West	336 00
Guelph	301 00
Luther, West	233 00
Maryborough	386 00
Minto	423 00
Nichol	220 00
Peel.....	486 00
Pilkington	198 00
Fuslinch	423 00
Total	\$4142 00

37. COUNTY OF WENTWORTH.

Ancaster	\$491 00
Barton	598 00
Beverley	557 00
Binbrook	194 00
Flamborough, East	313 00
West	343 00
Glanford	205 00
Saltfleet	328 00
Total	\$3029 00

38. COUNTY OF YORK.

Etobicoke	\$414 00
Georgina	275 00
Gwillimbury, East	445 00
North.....	221 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

28. COUNTY OF YORK.—Continued.		39. DISTRICTS.	
<i>Municipalities.</i>	<i>Apportionment.</i>	<i>Municipalities.</i>	<i>Apportionment.</i>
King	685 00	Algoma	\$2000 00
Markham	598 00	Muskoka	1500 00
Scarborough	474 00	Nipissing	700 00
Vaughan	547 00	Parry Sound	1500 00
Whitchurch	457 00		
York	732 00		
Total	\$4848 00	Total	\$5700 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1891, PAYABLE
THROUGH THIS DEPARTMENT.

<i>School Sections.</i>	<i>Apportionment.</i>	<i>School Sections.</i>	<i>Apportionment.</i>
Adjala	10 \$16 00	Gloucester	14 \$25 00
Alfred	3 18 00	"	15 23 00
"	6 27 00	"	17 19 00
" 7 (with 8, Plantagenet, South)	22 00	"	20 20 00
"	7 20 00	"	25 43 00
"	8 39 00	Grattan, etc	1 74 00
"	9 *To be apportioned.	Halldimand	14 *To be apportioned.
"	10	"	21 42 00
"	11 22 00	Harwich	9 24 00
"	12 39 00	Hawkesbury, East	2 34 00
"	13 *To be apportioned.	"	4 23 00
Admaston	4	"	7 95 00
Anderdon	3 and 4 24 00	"	10 46 00
Artemesia	6, with 7 Glenelg. 8 00	"	11 14 00
Arthur	6 42 00	"	12 17 00
"	10 26 00	"	15 18 00
Asphodel	4 17 00	"	16 11 00
Biddulph	6 25 00	Hawkesbury, West	4 04 00
"	9 (with 1, McGillivray) 3 00	Hibbert	(1) 3 26 00
Bonfield, 1A, 1B, 2, 4 (see District of Nipissing) ..	9 00	Holland, etc.	3 11 00
Brighton	(1 (15) 9 00	Hullett	2 6 00
Bromley	4 27 00	Innisfil.	12 (with town of Barrie) 6 00
"	6 *To be apportioned.	Kingston	8 20 00
Burgess, North	6 10 00	Kitley	7 5 00
Caledonia	3, 4, and 10 35 00	Lancaster	14 25 00
Cambridge	2 104 00	Lochiel	12 A 31 00
"	3 19 00	"	12 B 55 00
"	4 *To be apportioned.	Longueuil, West	2 23 00
"	6 and 7 52 00	"	4 A 13 00
Carriack	1 39 00	"	4 B 10 00
"	U 1 *To be apportioned,	"	7 20 00
"	2 16 00	Maidstone	4 (with 2, Rochester) 24 00
"	U 2 *To be apportioned.	Malden	3 A 28 00
"	14 70 00	"	3 B 34 00
Charlottenburg	15 35 09	Mara	3 54 00
Clarence	6 54 00	March	3 11 00
"	8 *To be apportioned.	Marmora and Lake ..	1 19 00
"	11	Matawatchan	3 21 00
"	12	Mattawa.	1 (see District of Nipissing)
"	13	McKim	1
"	14	Moore	3, 4 and 5 12 00
Cornwall	1 21 00	Mornington	4 33 00
"	16 86 00	McGillivray	1 (with 9, Biddulph) 3 00
Crosby, North	4 65 00	McKillop	1 23 00
"	7 10 00	Nepean	7 51 00
Culross	U 1 *To be apportioned.	"	15 B 105 00
"	U 2	Nichol	1 30 00
Cumberland	10 22 00	Normanby	5 23 00
"	11 15 00	"	10 13 00
"	13 51 00	Osgoode	1 17 00
Downie	9 25 00	"	3 (with Gloucester) 10 00
Edwardsburg	2 19 00	"	2 (15) 21 00
Ellice	7 18 00	Otonabee	10 10 00
Finch	5 49 00	Papineau.	1 (See District of Nipissing)
Flamborough, West ..	2 13 00	"	2
Glenelg	5 23 00	Peel	8 8 00
"	7 (with 6, Artemesia) 11 00	"	12 37 00
Gloucester	1 (with 3, Osgoode) 11 00	Percy	5 8 00
"	4, 5 and 12 7 00	"	12 (with 12 Seymour) 5 00

(*New Schools, or report of attendance not received.)

**APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1891, PAYABLE
THROUGH THIS DEPARTMENT.**

<i>School Sections.</i>		<i>Apportionment.</i>	<i>School Sections.</i>		<i>Apportionment.</i>
Plantagenet, North.....	9	\$31 00	Toronto Gore.....	6	\$17 00
“ “.....	15	22 00	Vespra.....	7	8 00
“ South.....	7	54 00	Waterloo.....	13	83 00
“ “.....	8 (with 7 Alfred)	11 00	Wawanosh, West.....	1	17 00
Proton.....	6	36 00	Wellesley.....	5	17 00
Raleigh.....	4	30 00	“.....	9 and 10.....	26 00
“.....	5	23 00	“.....	11	70 00
“.....	6	26 00	“.....	12	12 00
Richmond.....	10 and 17.....	12 00	Westminster.....	13	21 00
Rochester.....	2 (with 4 Maidstone)	16 00	Widdifield.....	1 (see Dist. of Nipissing)	.....
Roxboro.....	12	54 00	“.....	2	.....
“.....	16 *To be apportioned.	.....	Williams, West.....	10	28 00
Russell.....	1	17 00	Wilmot.....	15½	52 00
“.....	6	91 00	Winchester.....	12 (with 1 Russell)	19 00
Seymour.....	12 (with 12 Percy).....	5 00	Windham.....	8	33 00
Sheffield.....	5	17 0	Wolfe Island.....	1	18 00
Sombra.....	5	37 00	“.....	2	24 00
Stamford.....	7	22 00	“.....	4	29 00
Stafford.....	2	24 00	Woolwich.....	10 *To be apportioned.	.....
Stephen.....	6	46 00	Yonge and Escott R.....	4	4 00
Springer.....	1 (see Dist. of Nipissing)	.....	“.....	10 *To be apportioned.	.....
Sydenham.....	7	10 00	York.....	1	43 00
Tiny.....	2	87 00			

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1891.

	Public Schools.	Separate Schools.	Total.
CITIES.	\$ c.	\$ c.	\$ c.
Belleville.....	1044 00	227 00	1271 00
Brantford.....	1602 00	174 00	1776 00
Guelph.....	1104 00	208 00	1312 00
Hamilton.....	4816 00	739 00	5555 00
Kingston.....	1757 00	503 00	2260 00
London.....	3375 00	445 00	3820 00
Ottawa.....	2566 00	2799 00	5365 00
St. Catharines.....	919 00	287 00	1206 00
St. Thomas.....	1155 00	130 00	1285 00
Stratford.....	1025 00	205 00	1230 00
Toronto.....	17685 00	2237 00	19922 00
Total.....	\$37048 00	\$7954 00	\$45002 00
TOWNS.			
Alliston.....	\$211 00	.....	\$211 00
Almonte.....	315 00	97 00	412 00
Amherstburg.....	138 00	130 00	268 00
Aurora.....	242 00	.....	242 00
Aylmer.....	283 00	.....	283 00
Barrie.....	578 00	137 00	715 00
Berlin.....	774 00	170 00	944 00
Blenheim.....	191 00	.....	191 00
Bothwell.....	121 00	.....	121 00
Bowmanville.....	474 00	.....	474 00
Bracebridge.....	140 00	.....	140 00
Brampton.....	408 00	.....	408 00
Brockville.....	839 00	231 00	1070 00
Carleton Place.....	505 00	.....	505 00
Chatham.....	895 00	135 00	1030 00
Clinton.....	312 00	.....	312 00
Cobourg.....	441 00	142 00	583 00
Collingwood.....	629 00	.....	629 00
Cornwall.....	336 00	380 00	716 00
Deseronto.....	335 00	.....	335 00
Dresden.....	259 00	.....	259 00
Dundas.....	306 00	146 00	452 00
Durham.....	141 00	.....	141 00

APPORTIONMENT TO CITIES, ETC.

TOWNS.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Essex	143 00		143 00
Forest	192 00		192 00
Galt	842 00	60 00	902 00
Gananoque	438 00		438 00
Goderich	400 00	50 00	450 00
Gore Bay	149 00		149 00
Gravenhurst	210 00		210 00
Harriston	199 00		199 00
Ingersoll	541 00	87 00	628 00
Kincardine	370 00		370 00
Leamington	198 00		198 00
Lindsay	555 00	225 00	780 00
Listowel	340 00		340 00
Little Current	116 00		116 00
Meaford	216 00		216 00
Midland	272 00		272 00
Mitchell	276 00		276 00
Milton	172 00		172 00
Mount Forest	317 00		317 00
Napanee	389 00		389 00
Newmarket	191 00	35 00	226 00
Niagara	152 00		152 00
Niagara Falls	303 00	67 00	370 00
North Bay	100 00		100 00
North Toronto	139 00		139 00
Oakville	185 00	36 00	221 00
Orangeville	443 00		443 00
Orillia	435 00	109 00	544 00
Oshawa	468 00	64 00	532 00
Owen Sound	869 00	70 00	939 00
Palmerston	208 00		208 00
Parkhill	156 00	33 00	189 00
Paris	330 00	45 00	375 00
Parry Sound	166 00		166 00
Pembroke	301 00	231 00	532 00
Penetanguishene	310 00		310 00
Perth	354 00	112 00	466 00
Peterborough	799 00	422 00	1221 00
Petrolia	512 00		512 00
Pictou	337 00	39 00	376 00
Port Arthur	466 00	183 00	649 00
Port Hope	652 00		652 00
Prescott	231 00	133 00	364 00
Ridgetown	269 00		269 00
Sandwich	162 00		162 00
Sarnia	648 00	74 00	722 00
Sault Ste. Marie	123 00	26 00	149 00
Seaforth	318 00		318 00
Simcoe	381 00		381 00
Smith's Falls	415 00		415 00
Stayner (including arrears for 1890, \$73)	235 00		235 00
St. Mary's	375 00	38 00	413 00
Strathroy	411 00		411 00
Thornbury	100 00		100 00
Thorold	228 00	111 00	339 00
Tilsonburg	291 00		291 00
Trenton	403 00	173 00	576 00
Uxbridge	241 00		241 00
Walkerton	373 00		373 00
Walkerville	261 00		261 00
Wallaceburg	248 00	57 00	305 00
Waterloo	346 00	in T'n grant	346 00
Welland	237 00		237 00
West Toronto	347 00		347 00
Whitby	297 00	33 00	330 00
Windsor	1314 00		1314 00
Wingham	248 00		248 00
Woodstock	1147 00		1147 00
Total	\$32733 00	\$4081 00	\$36814 00

APPORTIONMENT TO CITIES, ETC.

	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.			
Acton	\$ c. 138 00	\$ c. 138 00	\$ c. 138 00
Ailsa Craig	83 00	83 00	83 00
Alexandria	27 00	146 00	173 00
Alvinston	121 00	121 00	121 00
Arkona	64 00	64 00	64 00
Arnprior	243 00	135 00	378 00
Arthur	80 00	61 00	141 00
Athens	111 00	111 00	111 00
Ayr	137 00	137 00	137 00
Ashburnham	194 00	194 00	194 00
Bath	58 00	58 00	58 00
Bayfield	74 00	74 00	74 00
Beamsville	100 00	100 00	100 00
Beaverton	96 00	96 00	96 00
Beeton	75 00	75 00	75 00
Belle River	89 00	89 00	89 00
Blyth	112 00	112 00	112 00
Bobcaygeon	115 00	115 00	115 00
Bolton	88 00	88 00	88 00
Bradford	120 00	120 00	120 00
Brighton	175 00	175 00	175 00
Brussels	154 00	154 00	154 00
Burk's Falls	124 00	124 00	124 00
Burlington	159 00	159 00	159 00
Caledonia	122 00	122 00	122 00
Campbellford	302 00	302 00	302 00
Cannington	135 00	135 00	135 00
Cardinal	111 00	111 00	111 00
Casselman	164 00	164 00	164 00
Cayuga	103 00	103 00	103 00
Chesley	162 00	162 00	162 00
Chesterville	97 00	97 00	97 00
Chippawa	63 00	63 00	63 00
Clifford	71 00	71 00	71 00
Colborne	129 00	129 00	129 00
Creemore	187 00	187 00	187 00
Drayton	90 00	90 00	90 00
Dundalk	85 00	85 00	85 00
Dunnville	275 00	275 00	275 00
Dutton	149 00	149 00	149 00
East Toronto	102 00	102 00	102 00
Eganville	100 00	100 00	100 00
Elmira	123 00	123 00	123 00
Elora	130 00	34 00	164 00
Embro	72 00	72 00	72 00
Erin	69 00	69 00	69 00
Exeter	209 00	209 00	209 00
Fenelon Falls	145 00	145 00	145 00
Fergus	183 00	16 00	199 00
Fort Erie	99 00	99 00	99 00
Fort William	187 00	187 00	187 00
Garden Island	48 00	48 00	48 00
Georgetown	189 00	189 00	189 00
Glencoe	117 00	117 00	117 00
Grimsby	104 00	104 00	104 00
Hagersville	107 00	107 00	107 00
Hastings	71 09	35 00	106 00
Hawkesbury	68 00	123 00	191 00
Hespeler	170 00	170 00	170 00
Holland Landing	54 00	54 00	54 00
Huntsville	146 00	146 00	146 00
Iroquois	139 00	139 00	139 00
Keewatin	112 00	112 00	112 00
Kemptville	142 00	142 00	142 00
Kingsville	171 00	171 00	171 00
Lakefield	150 00	150 00	150 00
Lanark	95 00	95 00	95 00
Lancaster	71 00	71 00	71 00
L'Orignal	99 00	25 00	124 00
London, West	233 00	233 00	233 00
Lucan	111 00	111 00	111 00

APPORTIONMENT TO CITIES, ETC.

	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.	\$ c.	\$ c.	\$ c.
Lucknow	176 00		176 00
Madoc	146 00		146 00
Markdale	81 00		81 00
Markham	138 00		138 00
Merrickville	116 00		116 00
Merritton	165 00	47 00	212 00
Milbrook	114 00		114 00
Milverton	62 00		62 00
Minden	124 00		124 00
Morrisburg	230 00		230 00
Newboro'	56 00		56 00
Newburg	70 00		70 00
Newbury	52 00		52 00
Newcastle	93 00		93 00
New Hamburg	143 00		143 00
Niagara Falls, South	133 00		133 00
Norwich	153 00		153 00
Norwood	124 00		124 00
Oil Springs	127 00		127 00
Omeme	80 00		80 00
Ottawa, East	100 00		100 00
Paisley	158 00		158 00
Point Edward	199 00		199 00
Portsmouth	70 00	28 00	98 00
Port Colborne	103 00	36 00	139 00
Port Dalhousie	107 00		107 00
Port Dover	136 00		136 00
Port Elgin	270 00		270 00
Port Perry	152 00		152 00
Port Rowan	95 00		95 00
Port Stanley	75 00		75 00
Preston	197 00	32 00	229 00
Rat Portage	224 00	51 00	275 00
Renfrew	134 00	141 00	275 00
Richmond	43 00		43 00
Richmond Hill	92 00		92 00
Rockland	34 00	133 00	167 00
Shelburne	224 00		224 00
Southampton	156 00		156 00
Springfield	57 00		57 00
Stirling	101 00		101 00
Stouffville	145 00		145 00
Streetsville	91 00		91 00
Sundridge	100 00		100 00
Sutton	90 00		90 00
Tara	89 00		89 00
Teeswater	145 00		145 00
Thamesville	101 00		101 00
Thedford	82 00		82 00
Tilbury Centre	74 00	42 00	116 00
Tiverton	85 00		85 00
Tottenham	73 00		73 00
Vienna	43 00		43 00
Wardsville	44 00		44 00
Waterdown	85 00		85 00
Waterford	151 00		151 00
Watford	142 00		142 00
Wellington	63 00		63 00
Weston	108 00	21 00	129 00
Winchester	105 00		105 00
Wiaraton	237 00		237 00
Woodbridge	88 00		88 00
Woodville	70 00		70 00
Wyoming	97 00		97 00
Wroxeter	61 00		61 00
Total	16277 00	1106 00	17383 00

SUMMARY OF APPORTIONMENT FOR 1891.

COUNTIES.		Public Schools.	Separate Schools.	Total.
		\$ c.	\$ c.	\$ c.
1. Brant		1922 00		1922 00
2. Bruce		5018 00	125 00	5143 00
3. Carleton		3759 00	363 00	4122 00
4. Dufferin		2936 00		2936 00
5. Elgin		3221 00		3221 00
6. Essex		3964 00	126 00	4090 00
7. Frontenac		2575 00	91 00	2666 00
8. Grey		6374 00	140 00	6514 00
9. Haldimand		2073 00		2073 00
10. Haliburton		646 00		646 00
11. Halton		1683 00		1683 00
12. Hastings		4388 00	19 00	4407 00
13. Huron		5810 00	92 00	5902 00
14. Kent		3897 00	103 00	4000 00
15. Lambton		3918 00	49 00	3967 00
16. Lanark		2588 00	10 00	2598 00
17. { Leeds		2685 00	84 00	2769 00
{ Grenville		1691 00	19 00	1710 00
18. Lennox and Addington		2114 00	29 00	2143 00
19. Lincoln		1730 00		1730 00
20. Middlesex		5722 00	80 00	5802 00
21. Norfolk		2875 00	33 00	2906 00
22. { Northumberland		3097 00	69 00	3166 00
{ Durham		2574 00		2574 00
23. Ontario		3793 00	54 00	3847 00
24. Oxford		3719 00		3719 00
25. Peel		2193 00	17 00	2210 00
26. Perth		3678 00	102 00	3780 00
27. Peterborough		2264 00	27 00	2291 00
28. { Prescott		1612 00	768 00	2380 00
{ Russell		1318 00	425 00	1743 00
29. Prince Edward		1698 00		1698 00
30. Renfrew		3828 00	146 00	3974 00
31. Simcoe		6028 00	117 00	6145 00
32. { Stormont		1947 00	210 00	2157 00
{ Dundas		1832 00	19 00	1851 00
{ Glengarry		2354 00	146 00	2500 00
33. Victoria		2590 00		2590 00
34. Waterloo		2768 00	260 00	3028 00
35. Welland		2308 00	22 00	2330 00
36. Wellington		4142 00	143 00	4285 00
37. Wentworth		3029 00	13 00	3042 00
38. York		4848 00	43 00	4891 00
39. Districts—				
(a) Algoma		2000 00		2000 00
(b) Muskoka		1500 00		1500 00
(c) Nipissing		700 00		700 00
(d) Parry Sound		1500 00		1500 00
Total		138907 00	3944 00	142851 00
GRAND TOTALS.		\$ c.	\$ c.	\$ c.
Counties and Districts		138907 00	3944 00	142851 00
Cities		37048 00	7954 00	45002 00
Towns		32733 00	4081 00	36814 00
Villages		16277 00	1106 00	17383 00
Totals		224965 00	17085 00	242050 00

APPENDIX C.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

1. TORONTO NORMAL SCHOOL.

1. *Staff of Toronto Normal School, 1891.*

Thomas Kirkland, M.A.	Principal.
James Carlyle, M.D.	Mathematical Master.
J. H. McFaul, M.D.	Drawing Master, and in Model School.
S. H. Preston	Music " " " "
Miss Natalie Gillmayr	French Teacher.
Sergt. T. Parr	Drill and Calisthenics.

2. *Students in Toronto Normal School, 1891.*

	ADMITTED.	
	Male.	Female.
First Session	24	96
Second Session	17	110
Total	41	206

2. OTTAWA NORMAL SCHOOL.

1. *Staff of Ottawa Normal School, 1891.*

John A. McCabe, LL.D.	Principal.
Wm. Scott, B.A.	Mathematical Master.
T. H. McGuirl, B.A.	Drawing Master, and in Model School.
W. G. Workman.	Music " " " "
M. Fichot.	French Teacher.
E. B. Cope	Clerk and Accountant, also Drill and Calisthenics Master, and in Model School.

2. *Students in Ottawa Normal School, 1891.*

	ADMITTED.	
	Male.	Female.
First Session	34	59
Second Session	43	59
Total	77	118

3. TORONTO MODEL SCHOOL.

1. *Staff of Toronto Model School, 1891.*

Angus McIntosh	Head Master, Boys' Model School.		
R. W. Murray	First Assistant,	"	"
Thomas M. Porter	Second	"	"
Miss Ada E. Rose	Third	"	"
" Jeannie Wood	Fourth	"	"
" Margaret T. Scott	Head Mistress, Girls' Model School.		
" May K. Caulfeild	First Assistant,	"	"
" M. Meehan	Second	"	"
" Alice Stuart	Third	"	"
" Mattie Rose	Fourth	"	"
" Caroline M. Hart	Kindergarten Teacher.		
" Jean R. Laidlaw	Assistant	"	

2. *Number of Pupils, 1891.*

Boys, 234	Girls, 232	Total, 466
Kindergarten		Total, 60

4. OTTAWA MODEL SCHOOL.

1. *Staff of Ottawa Model School.*

Edwin D. Parlow	Head Master, Boy's Model School.		
Thomas Swift	First Assistant,	"	"
R. H. Cowley	Second	"	"
Miss C. F. Sutherland	Third	"	"
" Adeline Shenick	Head Mistress, Girls' Model School.		
" Mary G. Joyce	First Assistant,	"	"
" Margaret A. Mills	Second	"	"
" M. E. Butterworth	Third	"	"
" Eliza Bolton	Kindergarten Teacher.		
" E. J. Kenney	Assistant	"	

2. *Number of Pupils in 1891.*

Boys, 152	Girls, 157	Total, 309
Kindergarten		Total, 50

APPENDIX D.—STATISTICS OF

NAME OF SCHOOL.	No of Students on roll.	Males.	Females.	No. of Students hav- ing Senior Leav- ing Certificates.	No. of Students hav- ing Junior Leav- ing Certificates.	No. of Students hav- ing Primary Cer- tificates.	No. of Students ad- mitted for District Certificates.	Average age of Stu- dents.	No. that withdrew during the term.	No. that passed final Examination.	Males.	Females.	No. Rejected.	Were music and drill taught?
								Yrs.						
1 Athens.....	33	14	19		9	12	12	18½		33	14	19		yes.
2 Barrie.....	33	16	17	5	10	13	5	21		31	14	17	2	"
3 Beamsville.....	11	3	8		5	6		18½		10	3	7	1	"
4 Berlin.....	9	4	5			9		18½		8	4	4	1	"
5 *Bracebridge.....	27	1	26			1	26	19	1	26	1	25		no.
6 Bradford.....	30	12	18	1	8	8	13	18½		29	12	17	1	yes.
7 Brampton.....	24	7	17		9	15		18½		24	7	17		"
8 Brantford.....	19	9	10	1	12	6		18½		19	9	10		"
9 Caledonia.....	20	12	8		6	13	1	19		17	12	5	3	"
10 Chatham.....	52	25	27	5	19	26	2	18½	4	45	23	22	3	"
11 Clinton.....	27	15	12		12	15		19	1	26	15	11		"
12 Cobourg.....	28	15	13		9	19		18½		26	18	8	2	"
13 Cornwall.....	23	7	16		9	14		18½	1	22	6	16		"
14 Durham.....	16	7	9		3	13		18½		16	7	9		"
15 Elora.....	35	14	21		17	18		18½	1	34	13	21		"
16 Forest.....	18	7	11		5	13		20		18	7	11		"
17 Galt.....	5	1	4		2	3		19		5	1	4		"
18 Gananoque.....	8	1	7			2	6	18		8	1	7		"
19 Goderich.....	27	16	11		13	14		19		26	15	11	1	"
20 †Hamilton.....	37	18	19	4	20	12	1	19		30	14	16	7	"
21 Ingersoll.....	16	3	13	1	5	10		18		16	3	13		"
22 Kincardine.....	23	14	9	1	5	17		19½	3	20	13	7		"
23 Kingston.....	60	17	43	1	6	18	35	18½	1	59	16	43		"
24 †Lindsay.....	35	12	23	1	9	23	2	17½		31	10	21	4	"
25 London.....	26	11	15		12	14		18½		23	10	13	3	"
26 Madoc.....	34	12	22		12	11	11	19	1	32	11	21	1	"
27 Meaford.....	21	12	9		4	17		19½	1	20	12	8		"
28 Milton.....	28	16	12		12	16		18½		28	16	12		"
29 Minden.....	13	2	11				13	20	1	12	1	11		"
30 Mitchell.....	31	16	15	1	18	12		18	1	30	15	15		"
31 Mount Forest.....	35	22	13	1	17	17		18½	2	29	17	12	4	"
32 Morrisburg.....	10	9	1	1	4	5		18		10	9	1		"
33 Napanee.....	20	3	17	1	2	10	7	18½		20	3	17		"
34 Newmarket.....	20	12	8		7	13		19½		17	11	6	3	"
35 Norwood.....	35	14	21		13	19	3	19	1	34	14	20		"
36 Orangeville.....	26	8	18		5	21		18½		26	8	18		"
37 †Owen Sound.....	24	22	2		3	21		18		24	22	2		"
38 Parry Sound.....	22	3	19		2		20	18	1	21	3	18		"
39 Perth.....	28	9	19	3	13	8	4	19		23	7	16	5	"
40 Picton.....	28	15	13		11	17		18½	1	27	14	13		"
41 †Port Hope.....	25	9	16		13	12		18½		23	7	16	2	"
42 Port Perry.....	15	5	10		4	10	1	19	1	14	4	10		"
43 Prescott.....	22	9	13		3	9	10	19		21	8	13	1	"
44 Renfrew.....	36	5	31		3	7	26	19		36	5	31		"
45 Richmond.....	25	13	10		8	15		19½		23	13	10		"
46 St. Thomas.....	39	15	24		19	20		19	1	38	15	23		"
47 Sarnia.....	18	7	11		11	7		19½		18	7	11		"
48 Simcoe.....	25	13	12		10	15		18½		25	13	12		"
49 Stratford.....	40	15	25	2	22	16		18½		33	13	20	7	"
50 Strathroy.....	31	19	12	1	16	14		19		25	15	10	6	"
51 Toronto.....	25	2	23	1	24			19	1	24	2	22		"
52 Toronto Junction.....	22	11	11		15	7		18		22	11	11		"
53 Vankleek Hill.....	24	11	13		6	9	9	18½		24	11	13		"
54 Walkerton.....	27	16	11		10	17		19	1	23	13	10	3	"
55 Welland.....	14	3	11	1	3	9	1	19½		14	3	11		drill
56 Whitby.....	16	8	8	3	6	7		19		16	8	8		yes.
57 Windsor.....	20	6	14		6	13	1	19½		20	6	14		"
58 Woodstock.....	25	11	14	1	6	18		19		25	11	14		"
Total.....	1464	614	850	36	513	706	209	18½	average	25 1379	576	804	60	....

* Teacher of M. S. engaged for term.

† Principal does not teach a division of pupils.

No. of Lessons taught by each Student.		No. of Departments used.	Time given daily to Model School work.	Had Principal an Assistant.	Amount received from Municipal Grant.	Amount received from Fees.	Salary of Principal.	Amount paid Assistant for M.S. work.	In what year was Principal appointed.	Is separate room provided?	Is this room on school premises?	No. of Assistants with required Certificates.	No. of Students under Age (18 years).	NAME OF PRINCIPAL.	Certificate of Principal.	
1	21	4	all day..	yes.	150	165	700	75	1888	yes.	no.	4	6	G. Sharman	I.B.	
2	30	8	"	"	150	165	1000	150	1890	"	yes.	6	1	J. Moran	I.A.	
3	42	4	"	"	150	55	700	120	1886	"	"	4	1	A. E. Caverhill	I.C.	
4	35	9	"	"	150	45	1000	266	1887	"	"	6	1	J. Suddaby	I.C.	
5	15	6	"	"	135	200				"	no	6	7	W. Knight	I.B.	
6	35	4	"	yes.	150	150	750	100	1888	"	yes.	4	1	A. Orton	I.B.	
7	30	7	"	"	150	120	800	125	1888	"	"	7	4	W. G. Jessop	II.	
8	32	16	"	"	150	95	1275		1872	"	"	16	2	W. G. Wilkinson	M.A.	
9	30	4	"	"	150	100	700	125	1889	"	"	4	1	E. J. Rowlands	I.A.	
10	25	15	3 hrs.	"	150		850	200	1885	"	no.	11	13	G. B. Kirk	I.A.	
11	26	8	all day..	"	150	130	800	125	1884	"	yes.	6	1	W. R. Lough	I.C.	
12	35	10	"	"	150	140	800	100	1886	"	"	4	2	A. Barber	I.C.	
13	30	7	"	"	150	115	850	160	1890	"	"	3	3	J. Ritchie	I.A.	
14	30	5	"	"	150	80	650	125	1888	"	"	4	4	T. Allan	I.B.	
15	28	4	"	"	150	175	650	145	1881	"	"	4	2	A. Petrie	I.C.	
16	35	6	"	"	200	90	700	140	1891	"	"	6	1	T. A. Reid	I.C.	
17	25	8	"	"	150	25	1000	175	1875	"	"	8	1	R. Alexander	I.B.	
18	32	7	"	"	150	40	900	130	1888	"	"	3	2	J. C. Linklater	I.C.	
19	27	12	"	"	150	135	875	150	1889	"	"	7	1	R. Park	I.A.	
20	20	25	"	....	150	185	1400		1887	"	"	25	3	S. B. Sinclair	B.A. and I.A.
21	34	10	"	yes.	150	80	900	50	1885	"	"	7	2	H. F. McDiarmid	I.A.	
22	34	7	"	"	150	115	850	150	1877	"	"	4	1	F. C. Powell	I.B.	
23	17	24	"	"	150	300	1100	200	1885	"	"	24	20	R. K. Row	I.B.	
24	21	17	"	"	150	175	900		1888	"	"	17	9	G. E. Broderick	I.A.	
25	30	5	"	"	150	130	1060	65	1891	"	"	5	2	R. M. Graham	I.C.	
26	25	4	"	"	150	170	700	140	1891	"	"	4	1	P. Smith	I.C.	
27	24	7	"	"	150	105	600	100	1890	"	no.	3	3	A. A. Jordan	I.C.	
28	31	6	"	"	200	140	750	140	1882	"	yes.	4	3	H. Gray	I.C.	
29	30	3	"	"	150	65	550	80	1839	"	"	3	2	C. S. Eggleton	II.A.	
30	38	7	"	"	150	155	825	160	1874	"	"	7	1	S. Nethercott	I.B.	
31	23	8	"	"	150	175	700	130	1877	"	"	4	8	S. B. Westervelt	I.C.B. & II.A.	
32	25	8	"	"	150	50	750	125	1891	"	"	2	1	R. C. Rose	B.A. and I.Cl.	
33	17	5	"	"	200	90	800	180	1879	"	"	3	4	J. Bowerman	II.	
34	25	5	"	"	175	100	800	175	1877	"	"	5	1	W. Rannie	I.C.	
35	25	5	"	"	150	175	600	160	1891	"	no.	5	3	C. N. Callandar	I.C.	
36	36	10	"	"	150	130	700		1884	"	yes.	7	5	M. Armstrong	I.C.	
37	35	9	"	"	150	120	1000		1883	"	"	6	1	T. Frazer	I.C.	
38	33	4	"	"	107	750	140	1891		"	no.	4	1	J. A. Cummings	I.C.	
39	28	8	"	"	150	28	900	125	1884	"	yes.	7	6	M. M. Jaques	I.C.	
40	26	8	"	"	150	140	875	125	1886	"	"	7	7	R. Greenless	I.A.	
41	27	12	"	"	150	125	1000		1885	"	"	9	3	F. Wood	I.C.	
42	30	5	"	"	150	75	800	150	1877	"	"	4	1	A. M. Rae	I.C.	
43	30	6	"	"	150	110	1000	100	1883	"	"	5	2	C. Macpherson	I.B.	
44	22	6	"	"	150	180	550	130	1891	"	"	3	7	E. N. Jory	I.C.	
45	35	3	"	"	300		575	100	1888	"	"	3	1	W. J. Simpson	I.C. non-prof.	
46	30	8	"	"	150		1000	125	1876	"	"	7	1	N. M. Campbell	I.C.	
47	40	9	"	"	200	90	850		1877	"	"	8	1	A. Wark	I.B.	
48	20	7	"	"	150	125	800	160	1889	"	"	7	5	J. S. Rowat	I.A.	
49	37	17	"	"	150	200	1000		1877	"	"	17	1	J. R. Stuart	I.A.	
50	35	10	"	yes.	150	155	850	200	1882	"	"	10	1	T. Dunsmore	I.C.	
51	24	22 hrs.	"	"	150		1450	1000	1888	"	"	24	3	L. J. Clarke	I.C.	
52	30	10	all day..	"	150	110	800	175	1886	"	"	9	3	W. Wilson	I.C.	
53	30	3	"	"	150	120	725	130	1891	"	"	3	9	J. Stirling	I.A.	
54	29	9	"	"	150	135	825	130	1882	"	"	3	2	W. R. Telford	I.B.	
55	50	5	"	"	150	67	800	140	1890	"	no.	5	2	S. C. Woodworth	I.C.	
56	32	4	"	"	150	80	900	135	1876	"	yes.	3	1	J. Brown	I.B.	
57	30	7	"	"	150	100	800	120	1891	"	"	4	1	A. Wherry	I.C.	
58	32	26	"	"	150	125	900	150	1889	"	"	18	2	J. W. Garvin	I.A. and B.A.	
					aver.											
					835											

APPENDIX E.—TEACHERS' INSTITUTES.

FINANCIAL STATEMENT, 1890.

NAME OF INSTITUTE.	Total number of members.	Government grants.		Municipal grants.		Members' fees.		Balances and other sources.		Total receipts.		Printing and postage.		Libraries, Educational Journals, etc.		Miscellaneous.		Total expenditure.		Balances.	
		\$	c.	%	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Brant	125	25	00	25	00	.....	.....	107	08	157	08	.....	.....	22	25	10	92	83	17	123	91
2 Bruce, East	114	25	00	25	00	.....	.....	100	66	150	66	12	38	3	75	46	76	62	89	87	77
3 Bruce, West	61	50	00	25	00	14	75	88	11	177	86	27	13	27	43	100	86	170	99	6	87
4 Carleton	135	25	00	25	00	.....	.....	33	90	83	90	8	80	24	00	42	65	75	45	8	45
5 Dufferin	108	25	00	25	00	7	75	.....	.....	57	75	4	65	53	10	.....	.....	57	75	.....	.....
6 Dundas	40	25	00	25	00	13	75	41	26	105	01	7	50	11	25	65	75	84	50	20	51
7 Durham	120	50	00	.....	.....	.....	.....	139	78	189	78	4	50	.....	.....	41	11	45	61	144	17
8 Elgin	175	25	00	.....	.....	.....	.....	165	95	190	95	36	12	34	65	62	14	132	91	58	04
9 Essex, North (No. 1)	105	75	00	25	00	.....	.....	42	54	142	54	21	50	.....	.....	85	34	106	84	35	70
10 Essex, South (No. 2)	85	25	00	25	00	.....	.....	106	54	156	54	4	28	.....	.....	59	10	63	38	93	16
11 Frontenac	140	25	00	25	00	.....	.....	82	75	132	75	.....	46	.....	.....	62	96	63	42	69	33
12 Glengarry	90	25	00	25	00	.....	.....	64	72	114	72	13	34	9	60	38	27	61	21	53	51
13 Grenville	50	50	00	50	00	22	80	4	33	127	13	1	65	47	50	10	43	59	58	67	55
14 Grey, East	72	25	00	25	00	23	00	19	13	92	13	8	01	8	01	32	05	54	78	37	37
15 Grey, West	67	.....	.....	25	00	23	25	88	25	136	50	16	90	59	40	100	00	108	35	28	15
16 Grey, South	105	50	00	25	00	13	50	67	17	155	67	14	17	.....	.....	81	05	95	22	60	45
17 Haldimand	110	50	00	25	00	.....	.....	215	12	290	12	4	15	.....	.....	32	50	36	65	253	47
18 Haliburton	57	25	00	25	00	.....	.....	21	02	71	02	9	87	.....	.....	29	00	30	40	30	40
19 Halton	89	25	00	25	00	20	50	127	25	197	75	34	72	68	47	37	65	140	84	56	91
20 Hastings, North	75	25	00	25	00	11	25	125	79	187	04	7	97	61	80	32	03	101	80	85	24
21 Hastings, South	126	25	00	25	00	.....	.....	146	28	196	28	20	50	.....	.....	41	65	62	15	134	13
22 Huron, East (N.)	45	25	00	25	00	11	25	58	80	130	05	17	30	.....	.....	55	95	73	25	46	80
23 Huron, West (S)	129	25	00	25	00	12	75	111	04	173	79	11	50	29	89	63	60	75	06	36	09
24 Kent, East	87	25	00	25	00	9	25	51	90	111	15	11	46	.....	.....	44	40	63	65	19	89
25 Kent, West	125	25	00	25	00	.....	.....	33	54	83	54	3	25	16	00	48	38	105	78	33	07
26 Lambton, East (No. 1)	104	25	00	50	00	42	50	21	35	138	85	57	40	.....	.....	67	35	39	65	37	60
27 Lambton, West (No. 2)	126	25	00	50	00	.....	.....	62	25	137	25	21	50	10	80	58	40	96	41	135	90
28 Leeds, East (No. 2)	93	25	00	25	00	14	50	167	81	232	31	.....	91	30	10	145	25	195	90	2	25
29 Lanark	127	25	00	25	00	41	15	107	00	198	15	.....	.....	50	65	30	35	86	41	20	08
30 Lennox and Addington	120	25	00	50	00	.....	.....	31	49	106	49	20	06	36	00	.....	.....	86	41	175	65
31 Lincoln	114	25	00	25	00	.....	.....	156	70	200	70	14	40	.....	.....	10	64	25	04	.....	.....

32 Middlesex, East	124	25 00	200 00	15 75	144 22	384 97	46 95	109 84	32 00	188 79	196 18
33 Middlesex, West	115	25 00	200 00	28 50	137 49	390 99	59 62	.....	210 15	269 77	121 22
34 Norfolk	133	25 00	25 00	.....	50 99	100 99	46 20	.....	20 50	66 70	34 29
35 Northumberland	120	25 00	25 00	24 50	104 44	178 94	8 78	22 00	17 60	48 38	130 56
36 Ontario	125	25 00	25 00	.....	111 60	161 60	15 45	.....	43 25	58 70	102 90
37 Oxford	71	25 00	25 00	17 75	109 18	176 93	31 53	.....	82 54	114 13	62 80
38 Peel	97	25 00	25 00	.....	84 49	134 49	8 00	.....	41 18	49 18	85 31
39 Perth	198	50 00	25 00	.....	67 00	142 00	18 84	.....	91 16	110 00	32 00
40 Prescott and Russell	140	25 00	25 00	16 50	56 71	123 21	38 29	19 77	1 00	59 06	64 10
41 Prince Edward	90	25 00	25 00	.....	177 86	227 86	1 90	4 20	31 90	38 00	189 86
42 Renfrew	45	25 00	50 00	.....	88 41	163 41	11 68	1 75	14 00	27 43	135 98
43 Simcoe, North	43	25 00	50 00	8 75	93 94	177 69	35 05	61 31	37 95	134 31	43 38
44 Simcoe, South	57	50 00	25 00	14 25	51 00	140 25	13 25	56 75	55 89	125 89	14 36
45 Simcoe, East	38	25 00	25 00	.....	34 28	84 28	4 44	2 50	20 90	27 84	56 44
46 Stormont	53	25 00	25 00	50 00	83 42	183 42	28 38	63 75	21 23	113 36	70 06
47 Victoria, East	65	25 00	25 00	8 25	139 72	197 97	11 41	35 49	28 00	74 90	123 07
48 Victoria, West	72	50 00	25 00	.....	227 50	302 50	7 75	33 00	42 23	82 98	219 52
49 Waterloo	71	25 00	25 00	35 50	20 93	106 43	7 89	.....	42 23	82 98	219 52
50 Welland	115	25 00	50 00	.....	66 71	141 71	13 95	.....	25 15	39 10	102 61
51 Wellington, North	101	25 00	25 00	12 00	109 01	171 01	6 88	90 75	54 79	132 10	18 31
52 Wellington, South	124	25 00	25 00	.....	124 84	174 84	7 18	.....	36 80	43 98	130 86
53 Wentworth	106	25 00	25 00	38 00	34 81	122 81	10 25	55 33	49 84	115 42	7 39
54 York, North	67	25 00	25 00	33 50	87 05	170 55	17 62	67 64	33 60	118 86	51 69
55 York, South	125	25 00	.....	61 00	98 75	184 75	16 00	44 50	14 35	74 85	109 90
56 District of Algoma, No. 1	27	25 00	.....	.....	19 50	44 50	3 25	7 75	.....	11 00	33 90
57 District of Algoma, No. 2	30	25 00	.....	.....	37 27	62 27	4 23	36 63	6 25	47 11	15 16
58 District of Muskoka, East	75	25 00	.....	.....	26 00	51 00	4 50	.....	17 00	21 50	29 50
59 District of Farry Sound	75	25 00	.....	.....	31 64	81 64	8 04	.....	48 78	56 82	24 82
60 City of Hamilton	149	25 00	25 00	.....	73 22	123 22	2 20	33 34	.....	35 54	87 68
61 City of Kingston	57	50 00	25 00	.....	48 76	123 76	1 78	29 62	74 60	106 00	17 76
62 City of London	81	25 00	25 00	15 00	257 92	322 92	4 00	.....	21 25	25 25	297 67
63 City of Ottawa	82	25 00	75 00	.....	21 63	121 63	2 30	6 63	69 65	78 58	43 05
64 City of St. Catharines	26	50 00	25 00	4 75	58 52	138 27	25 25	32 10	.....	32 35	105 92
65 City of Toronto	450	25 00	25 00	92 00	.....	142 00	35 27	.....	43 00	78 27	63 73
66 Ontario Teachers' Association	970	200 00	.....	55 50	465 54	721 04	174 08	.....	286 35	460 43	260 61
Total, 1890	7458	2125 00	2025 00	813 45	5927 86	10891 31	1130 33	1465 34	3126 95	5722 62	5168 69
Total, 1889	7132	2665 00	1650 00	816 13	6265 76	11396 89	1064 96	1442 03	3720 04	6227 03	5169 86
Increase	326	.....	375 00	.....	.....	.....	65 37	23 31	593 09	504 41	1 17
Decrease	.....	540 00	.....	2 68	337 90	505 58	.....	.....	.....	.....	.....

32 Middlesex, East
33 Middlesex, West
34 Norfolk
35 Northumberland
36 Ontario
37 Oxford
38 Peel
39 Perth
40 Prescott and Russell
41 Prince Edward
42 Renfrew
43 Simcoe, North
44 Simcoe, South
45 Simcoe, East
46 Stormont
47 Victoria, East
48 Victoria, West
49 Waterloo
50 Welland
51 Wellington, North
52 Wellington, South
53 Wentworth
54 York, North
55 York, South
56 District of Algoma, No. 1
57 District of Algoma, No. 2
58 District of Muskoka, East
59 District of Farry Sound
60 City of Hamilton
61 City of Kingston
62 City of London
63 City of Ottawa
64 City of St. Catharines
65 City of Toronto
66 Ontario Teachers' Association

APPENDIX F.—*DEPARTMENTAL EXAMINATIONS.*

ADMISSION of Candidates to Collegiate Institutes and High Schools.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1890.		July, 1891.	
	Examined.	Passed.	Examined.	Passed.
Alexandria.....	65	22	80	42
Almonte	42	23	77	65
Arnprior.....	24	17	38	24
Arthur	20	12	49	25
Athens	43	21	67	29
Aurora	35	20	43	30
Aylmer, C.I.	52	26	101	55
Barrie, C.I.	64	28	88	37
Beamsville	19	9	12	9
Belleville	137	42	182	91
Berlin	68	42	91	65
Bowmanville.....	47	32	59	20
Bradford.....	46	22	46	27
Brampton.....	74	25	97	40
Brantford, C.I.	97	72	131	83
Brighton.....	21	9	39	18
Brockville, C.I.	68	38	89	47
Caledonia.....	24	10	38	26
Campbellford	32	19	67	34
Carleton Place	61	21	55	40
Cayuga	24	11	33	22
Chatham, C.I.	108	43	137	59
Clinton	64	46	86	56
Cobourg, C.I.	43	25	71	48
Colborne.....	42	32	32	16
Collingwood, C.I.	30	17	41	27
Cornwall.....	56	14	92	39
Deseronto.....	24	16	32	26
Dundas	39	21	65	46
Dunnville.....	41	27	57	44
Dutton	77	50	87	50
Elora	17	12	31	19
Essex	33	23	43	24
Fergus.....	38	26	58	49
Forest	49	12	74	49
Galt, C.I.	107	54	163	107
Gananoque.....	63	28	91	66
Georgetown.....	39	16	58	48
Glencoe.....	32	15	61	20
Goderich.....	72	30	101	73
Gravenhurst	22	15	16	11
Grimsby	21	14	20	12
Guelph, C.I.	105	49	133	93
Hagersville	31	12	49	35
Hamilton, C.I.	273	142	286	192
Harriston.....	39	21	62	43
Hawkesbury	18	8	32	24
Ingersoll, C.I.	55	29	78	50
Iroquois	51	24	81	48

ADMISSION of Candidates, etc.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1890.		July, 1891.	
	Examined.	Passed.	Examined.	Passed.
Kemptville	43	23	62	44
Kincardine	63	33	91	47
Kingston, C.I.	95	57	141	106
Lindsay, C.I.	77	33	120	70
Listowel	52	42	78	62
London, C.I.	225	91	285	124
Lucan	54	27	110	69
Madoc	43	13	37	18
Markham	61	47	110	91
Mitchell	41	25	51	36
Morrisburg, C.I.	66	37	104	63
Mount Forest	47	20	61	49
Napanee, C.I.	103	39	120	46
Newburgh	47	25	84	29
Newcastle	26	12	36	23
Newmarket	58	31	64	37
Niagara	5	2	9	9
Niagara Falls South	52	41	55	31
Norwood	36	24	61	43
Oakville	30	17	38	27
Omeme	23	14	29	13
Orangeville	51	33	85	41
Orillia	57	27	71	42
Oshawa	49	28	76	52
Ottawa, C.I.	99	60	219	129
Owen Sound, C.I.	110	66	151	74
Paris	32	16	46	19
Parkhill	56	36	58	26
Pembroke	28	15	85	56
Perth, C.I.	42	19	106	44
Peterborough, C.I.	78	40	105	59
Petrolia	78	41	90	53
Pictou	98	38	118	75
Port Arthur	16	12	25	12
Port Dover	17	8	19	14
Port Elgin	34	23	58	49
Port Hope	39	28	67	47
Port Perry	50	35	102	81
Port Rowan	27	12	33	13
Prescott	44	18	75	41
Renfrew	36	13	67	39
Richmond Hill	32	11	56	36
Ridgetown, C.I.	85	41	102	59
Sarnia	101	48	165	112
Sault Ste. Marie			10	8
Seaforth, C.I.	52	27	85	34
Simcoe	73	49	120	68
Smith's Falls	33	20	56	34
Smithville	32	19	41	16
Stirling	13	8	26	15
Stratford, C.I.	105	49	131	88
Strathroy, C.I.	94	58	123	69
Streetsville	18	15	22	14
St. Catharines, C.I.	23	18	119	74

ADMISSION of Candidates, etc.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1890.		July, 1891.	
	Examined.	Passed.	Examined.	Passed.
St. Mary's, C.I.	63	26	88	58
St. Thomas, C.I.	89	44	134	66
Sydenham	70	23	124	54
Thorold	39	20	37	18
Tilsonburg	51	29	63	36
Toronto, C.I., (Jarvis Street)....	165	81	336	203
do (Jameson Avenue)....	93	38	185	92
Trenton	44	13	61	42
Uxbridge	30	17	42	29
Vankleekhill	34	12	38	23
Vienna	9	5	20	13
Walkerton	35	20	81	58
Wardsville	16	11	23	16
Waterdown	42	19	73	41
Watford	67	34	125	70
Welland	46	21	80	50
Weston	43	22	71	44
Whitby, C.I.	49	22	110	65
Williamstown	30	11	58	28
Windsor	67	19	84	56
Woodstock, C.I.	119	71	210	125
OTHER PLACES.				
Alliston	45	36	40	26
Alvinston			39	24
Ameliasburg	32	13	52	28
Amherstburg	22	14	16	11
Ancaster	40	19	20	9
Angus			12	8
Ayr			26	21
Bancroft	6	2	10	5
Bath			48	23
Belle River	18	11	30	16
Beeton			12	10
Bimbrook	38	11		
Blenhiem	18	16	30	15
Bobcaygeon	10	5	16	8
Bolton	39	15	36	8
Bracebridge	14	10	13	6
Brussels	16	10	47	20
Burk's Falls			27	18
Cardinal	10	5		
Charleston	4	3	14	1
Chesley			48	30
Comber	10	9	17	11
Cookstown			39	29
Creemore			31	15
Drayton	27	14	39	34
Dresden	31	9	48	11
Dundalk			29	19
Dungannon	18	10	32	18
Durham			34	24

ADMISSION of Candidates, etc.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1890.		July, 1891.	
	Examined.	Passed.	Examined.	Passed.
Eganville			30	17
Elmira			28	18
Elmvale			9	6
Erin	20	11	28	23
Exeter	24	15	59	36
Fenelon Falls	3	2	25	15
Fingal			32	18
Flesherton	44	25	38	20
Florence			31	19
Gore Bay			29	6
Grand Valley			16	9
Hanover			24	14
Harrow	11	7	27	11
Huntsville	16	10	16	13
Jarvis			41	28
Kimberley			7	7
Kingsville	2	1	29	23
Kirkfield	19	6	30	10
Lakefield	26	14	22	15
Lanark	21	9	21	16
Leamington	49	22	42	24
London, East	99	44	171	82
Lucknow	29	13	51	30
Markdale			35	17
Marshville			12	8
Mattawa			9	4
Meaford	18	11	75	35
Merrickville	18	6	27	13
Midland			16	9
Millbrook	30	17	60	27
Milton	70	41	117	92
Milverton			35	24
Mount Hope			38	18
Newboro'	41	18	58	33
New Hamburg			26	22
Newington	36	18	47	29
Neustadt	21	14	7	4
North Bay			15	8
Norwich	36	21	33	14
Oakwood	38	16	71	25
Odessa	27	7		
Oil Springs	27	9	24	15
Paisley	18	12	33	20
Palmerston			24	15
Parry Sound			29	16
Pelham, S.S. No. 2			27	20
Penetanguishene	18	10	15	12
Plantagenet	19	10	20	15
Port Stanley			19	14

ADMISSION of Candidates, etc.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1890.		July, 1891.	
	Examined.	Passed.	Examined.	Passed.
Rat Portage			12	10
Richmond	21	15	45	26
Ridgeway			24	21
Schrieber	3	3	3	1
Selkirk	25	11	38	21
Shelburne	34	26	45	25
Stayner	25	19	30	19
Stoney Creek			36	21
Sudbury			7	7
Sutton West			41	26
Tara	48	31	34	18
Teeswater			18	15
Thamesville	26	7	33	18
Thessalon			20	10
Thornbury	40	18	35	9
Tilbury, Centre	23	15	13	6
Tottenham			17	11
Tweed	6	1	28	19
Wallaceburg	21	15	33	8
Waterford			33	23
Waubashene			12	12
Westport	13	7	27	16
West Toronto	22	9	51	35
West Winchester	75	35	114	70
Wiarton			35	17
Wingham	31	22	48	42
Wroxeter	13	8	18	11
SUMMARY.				
Collegiate Institutes	2,834	1,440	4,292	2,446
High Schools	3,968	2,044	5,838	3,574
Other Places	1,604	843	3,333	1,934
Grand total	8,406	4,327	13,463	7,954
Comparison with December 1889 and July 1890 :—				
Increase	635	314	3,590	2,890
Decrease				

APPENDIX G —CERTIFICATES, 1891.

(Continued from the Report of 1890.)

1. NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

Campbell, Alexander, B.A. Chapman, William Francis. Clark, William. Craig, Thomas Allan. Craig, William Barclay.	Elliott, Walter H. Garvin John William. Irwin, William. Markle, Jacob Hiram.	Patterson, William John. Robertson, Hugh S, B.A. Shepherd, Richard. Wood, Isaac, M.A.
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2. NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

McDonald, Alexander.	McDonald, Donald.
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3. NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL PRINCIPALS' CERTIFICATES.

Campbell, Alexander, B.A. Carman, James A, B.A. Colbeck, Franklin Charles, B.A. Corkill, Edward James, B.A. Forfar, Charles, B.A. Gourlay, Richard, B.A. Hardy, Edwin A, B.A. Henderson, John, M.A. Hill, Ethelbert L., B.A. Hogarth, Eber Septimus, B.A. Kerr, Charles Staple, B.A.	Lees, Richard, M.A. McDougall, Alexander H., B.A. McKechnie, John Gray, B.A. McPherson, Wallace Alexander, B.A. McNicol, James, B.A. Mills, John Hudson, B.A. Morrow, Archibald Elston, B.A. Murray, Alexander, M.A. Paterson, Andrew, B.A.	Phillips, William Alexander, B.A. Robertson, William John, B.A. Rose, Robert Charles, B.A. Ross, Alex. Herbert Douglas, B.A. Scott, Alexander Young, B.A. Sliter, Ernest Oscar, B.A. Tytler, William, B.A. Wood, Isaac B.A.
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4. NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

Addison, Margaret Eleanor T., B.A. Asman, Henry Oldrid E, B.A. Bradbury, Emily. Bishop, Charles P. Bunnell, Effie Maria, B.A. Barber, Ella Ursula, B.A. Cushing, Alfred Bruce Coombs, Ernest. Croll, John A., B.A. Conklin, James Davidson. Dobbie, William J. Dillane, William. B.A. Doidge, Thomas Clarke, B.A. Forbes, William B. Gavin, Frederick Pearce. Highet, Minnie Elizabeth, B.A. Howson, Bertha. *Hardie, William, B.A. *Hoag, James Perry. Hammill, George, B.A. Howard, Edwy S. Hillen, Elizabeth Madill.	Hubbard, John Philip, B.A. Jones, Laura Lucinda, B.A. Kerr, Edith Myra, B.A. Keillar, James. Laidman, Allan W. Maudson, William. Miller, May. Mills, George. Mowat, Alexander, B.A. Marquis, Thomas G., B.A. Minns, James Edward, B.A. Mueller, Adolf. McLay, William Scott W, B.A. McKellar, John, B.A. MacMurchy, Norman, B.A. McDonald, George Leslie. McKay, Donald. McGowan, John, B.A. McQueen, William. Olds, Walter P., B.A. Panton, Agnes Wilkie. Rand, Wilfred Erle, B.A.	Rose, Jennie May, B.A. Richardson, Robert John. Robertson, Alexander Morton. Scott, Bessie Mable. Sykes, William John, B.A. Selwood, Frederick Shelton. Spence, Frances. Sidey, Thomas Kay, B.A. Sawle, Emily J. Sawyer, Frederick Lawrence, B.A. Slemmon, Edward T., B.A. Scofield, Alice Maud. Simmons, William Charles. Treleven, John Wesley, B.A. Thompson, Alfred A. Whitside, Caroline May. Wright, Katharine Morgan. White, Jessie Orr. Watterworth, Minnie Della, B.A. Walker, Duncan, B.A. Wright, Josephine.
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*Honors.

5. NUMBER OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

THIRD, SECOND AND FIRST CLASS.	Male.	Female.	Total.
Third Class, as per County Model School Report, p. 78	576	804	1380
Second Class :			
From Ottawa Normal School	71	101	172
" Toronto " "	36	182	218
First Class	35	9	44
Total.	718	1096	1814

District Certificates.

COUNTY OR DISTRICT.	Number of Candidates.	Number who obtained Certificates.
Algoma	47	16
Frontenac	61	59
Haliburton	36	21
Hastings	11	10
Parry Sound	59	41
Prescott and Russell	62	46
Renfrew	98	55

6.—LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

NAME.	GRADE.		NAME.	GRADE.	
	First Class.	Second Class.		First Class.	Second Class.
Armstrong, George H.	B		Chadwick, Maud Ena		1
Anderson, Louise		1	Clemes, Elizabeth		1
Allen, Thomas George		1	Clow, Effie		1
Armstrong, John Arthur		1	Collison, Mary		1
Armstrong, Samuel Robert		1	Colquhoun, Alice Amy		1
Adams, Annie		1	Connell, Luella Jane		1
*Alexander, Berenice Maud		1	Connor Emma		1
Allan, Maud		1	Craig, Ida Alicia		1
Adams, William Albert		1	Cunningham, Agnes Mary		1
Atkinson, John White		1	Campbell, Donald L.		1
Andrews, Harriet		1	Church, Thomas		1
*Armour, Amy Annette		1	Copeland, Oliver Green		1
Anderson, Maria Louise	C		Corner, Thomas		1
Batten, Alexander Campbell		1	Carlton, Mary Eleanor		1
Brethour, Frederick G.		1	Chalue, Tena L.		1
Ballagh, Sarah Isabella		1	Commander, Mary Edith		1
Bell, Mary Ellen		1	Copeland, Margaret Ann		1
Berry, Ada		1	Corbin, Gertrude Anna		1
Blondin, Delia		1	Craib, Mary Ellen		1
Bocarde, Beatrice		1	Cudney, Florence Irene		1
Boles, Edith		1	Cook, Mary		1
Brazier, Laura		1	Cameron, Alexander		1
Brett, Martha Letitia		1	Coone, Arthur William		1
Brodie, Sarah		1	Campbell, Letitia		1
Byers, Florence		1	Collison, Minnie		1
Byden, Jennie		1	Coons, Martha		1
Buchanan, Emma Alice		1	Cram, Catharine		1
Brown, Percy William		1	Cobban, William E. M.	C	
Baird, Martha		1	Dench, Catharine Ethel		1
Bell, Nellie		1	*Dent, Carrie Louise		1
Buckley, Hannah Grace		1	Dey, Lily Douglas		1
Barber, Una May		1	Dodds, Mary		1
Bowman, Susan		1	Deanard, Elizabeth		1
Brookfield, Mary Palmer		1	Dingman, Lily May Flint		1
Burritt, Gertrude		1	Donnelly, Ida		1
Black, Jean Bethune		1	Davidson, John		1
Booker, Helena		1	Dundass, Brock		1
Burns, Florence May		1	Dixon, Hattie Adelia		1
Bodkin, Louise Emily		1	Dyke, Jennie Ethel		1
Budge, Alice		1	Deacon, Minnie		1
Barton, Robert John		1	DeLury, Abby		1
*Brown, Robert James		1	Dingle, Alice B.		1
Baker, Mabel Catharine		1	Dunsmore, Alice Lillian		1
Bawtinheimer, Dora Jane		1	Durdan, Catharine S.		1
Benson, Annie		1	Dunbar, Tillie		1
Blackwell, Etta		1	Dwyer, Mary Josephine		1
Blair, Mary Ann		1	Doyle, May		1
Bowyer, Carrie		1	Delamere, Florence S.		1
Blandford, Eva Maud		1	Diefenbaker, William Thomas		1
Barr, Lydia Adams	C		+*Davidson, Jennie		1
Bridle, Augustus	C		Davidson, Nellie		1
Chapman, William Francis	A		Duncan, Mary		1
Cole, James McLarty	A		Elliott, Walter Herman	A	
Connolly, John	A		Ewers, Charles Franklin		1
Clark, William	A		Edmonds, Jessie Maud		1
+*Campbell, Neil A.		1	Edmonds, M. Mary		1
Campbell, Annie C.		1	Elder, Annie		1
Clark, Isabella Adelaide		1	Essex, Beatrice		1
Clarkson, Annetta		1	Elliott, Edwin Herbert		1
Cranfield, Florence		1	Emmett, George		1
Cunningham, Emma		1	Ewers, George A.		1
Church, John Muir		1	Ewing, Mary		1
Consaul, John Allen		1	Elliott, George James		1
Coughlin, Eliza		1	Fowler, Howard		1

* Honors. + Medallist.

6.—LIST OF PROVINCIAL CERTIFICATES.

NAME.	GRADE.		NAME.	GRADE.	
	First Class.	Second Class.		First Class.	Second Class.
Fallas, Mary Christina		1	Joyce, John Augustine		1
Ferguson, Jessie Thorburn		1	*Kennedy, Margaret Riddle		1
Fitch, Edith Maud		1	Kerr, Elizabeth		1
Forman, Nellie		1	Kerr, Lydia		1
Fenton, Robert Leslie		1	Ker, Leah Annabel		1
Freel, Jeanette Ross		1	*King, Edith Marguerite		1
Fielding, Daisy		1	Kelly, Annie Maroy		1
Fraser, Helen F		1	Kerr, Ella		1
Fierheller, George Edgar		1	Kalbfleisch, William H		1
Fowler, Frederick		1	Kenny, Hiram Marten		1
Fee, Emma		1	Kennedy, Catharine		1
Fletcher, William Hugh	C		King, Florence Mary		1
*Freleigh, Rachel May		1	King, Mary		1
Fulton, Annie Trifena		1	Kaine, John Mease		1
Garvin, John William	A		Klinck, Walter Thompson		1
Grant, William Jesse		1	Kingston Jennie		1
Gould, Isabella		1	Lamphier, Theresa		1
Geddes, Annie Williams		1	Lind, Agnes Mary		1
Gerrard, Annie Davidson		1	Little, Elizabeth		1
Giddens, Millicent O		1	Loghrin, Elizabeth		1
Gordon, Jane Eva		1	Lee, William John		1
Gray, Alice		1	Laird, Annie Lewisa		1
Gurley, Edith Blanche		1	Lane, Effie		1
Gaudin, Irving Esdale		1	Lester, Maud		1
Gunter, Fannie Caroline		1	Leach, Jennie Emily		1
Geddes, Margret		1	Livingston, Mary C		1
Geddes, Isabel		1	Lucas, Rose Anna		1
Gillet, Alta		1	Lawlor, Richard Gardiner		1
Glanville, Elizabeth Maud		1	Lott, Embury Burnam		1
Glen, Jessie		1	Loucks, James Elkanah		1
Gilmurray, Ellen		1	Lang, Minnie		1
Goudy, Letitia		1	Lavin, Minnie Ella		1
Grove, Ada Bella		1	Leaven, Adelaide Frances	C	
Hinde, Edward William	B		Leary, Joseph Lincoln	C	
Holmes, Matthew		1	Markle, Jacob Hiram	A	
Hanahoe, Helen		1	Meyer, James Elmer	A	
Harbottle, Jane		1	Manning, Herbert Ernest		1
Harvey, Mary Frances		1	Morley, Thomas King		1
Hogg, Edith Martyn		1	Maley, Margaret R		1
Hughes, Alma		1	Mallory, Bertha		1
Husband, Emily Maria		1	Mark, Margaret Ann		1
Hayes, Frank		1	Marritt, Carrie Albert		1
Hedley, William Powell		1	Morrison, Isabella M		1
Hotham, Arthur Wellesley		1	Mortson, Mary Margaret		1
Harper, Annie Amelia		1	Murray, Annie P		1
Hill, Etta Maud		1	Mabee, Malcolm Cameron		1
Horne, Alma Rosena		1	Middleton, Ernest		1
Hutchison, Ida		1	Milloy, Annie Victoria		1
Houston, David Wesley		1	Mather, Isabella		1
Hoidge, Edward Thomas		1	Matheson, Emma		1
Harrison, Bertha		1	Merrill, Arthur Lawrence	A	
Holmes, Julia Macallister		1	*Miller, Elizabeth		1
Henry, Etta Theresa		1	Milne, Jessie Louise		1
Howell, Alberta Catharine		1	Muir, Pella		1
Hughes, Catharine		1	Moshier, David Dingman		1
Harris, Nellie Louise		1	Macaulay, Maud		1
Henderson, Minnie Jane	C		Malloy, Sadie		1
Hall, Zachariah A	C		Miller, Gideon Alexander	B	
Hanington, Florence	C		McDougall, Allan L		1
Hull, William John	C		McLellan, Duncan		1
Ingram, James Alexander		1	McPherson, Harmon Samuel		1
Jackson, Sarah Elizabeth		1	McPherson, John		1
Johnston, Minnie		1	McDonald, Benson Smith		1
Johnstone, Annie Elizabeth		1	McDonald, John McKay		1

* Honors. + Medallist.

6.—LIST OF PROVINCIAL CERTIFICATES.

NAME.	GRADE.		NAME.	GRADE.	
	First Class.	Second Class.		First Class.	Second Class.
McAdam, Maud C.....		1	Roberts, Rose Selina.....		1
McDougall, Margaret.....		1	Robinson, Henrietta.....		1
MacMillan, Elizabeth.....		1	Rollins, Margaret Jane.....		1
McWain, Bertha.....		1	Rushton, Elizabeth.....		1
McConnell, Margaret.....		1	Riddell, Annie.....		1
McCool, Mary Alicia.....		1	Ryan, Elizabeth Esther.....		1
McCurrah, Eliza.....		1	Rogers, Jessie Ferguson.....		1
McFarlane, Jennie B.....		1	Rolston, Martha Jane.....		1
McLellan, Jessie.....		1	Redford, James.....		1
McLellan, Oscar.....		1	Rose, Alexander.....		1
McClure, Matthew David.....		1	Ross, Alexander.....		1
McLean, Donald.....		1	Rowe, Ernest Percy.....		1
McNaughton, Peter F.....		1	Ruppert, Andrew.....		1
McNeice, James, jr.....		1	Reycraft, Libby.....		1
McCallum, Margaret.....		1	Rogers, Isabella Heys.....	C	
McCord, Mary Jane.....		1	Shepherd, Richard.....	A	
+McFarlane, Margaret.....		1	Sheppard, Frederick Wm.....	B	
McGregor, Eliza Jane Greenfield.....		1	Stevenson, William J.....	B	
McInnis, Catharine Bella.....		1	Shadd, Alfred Smith.....		1
McLachlin, Minnie E.....		1	Shaw, Annie Mary.....		1
McLaughlin, Catharine.....		1	*Simmons, Maud Olive.....		1
McLennan, Mary.....		1	Smith, Elizabeth Olive.....		1
McRae, Jane.....		1	Smyth, Marga, et.....		1
McCalla, Susan.....		1	Steinhoff, Edith.....		1
McLellan, A. May.....		1	Summers, Euphemia.....		1
McLellan, Annie Isabel.....		1	Scholes, Thomas Albert.....		1
McMunchy, Annie.....		1	Staples, Clark.....		1
McKuley, Miles Edward.....		1	Stephens, Percy John.....		1
McIntosh, Wilfred Alonzo.....		1	Sim, Margaret Ellen.....		1
MacLennan, Catharine Ann.....		1	Southard, Laura May.....		1
McCormick, Jane Ann.....		1	Stanton, Sarah.....		1
McDonald, Catharine Ann.....		1	Sutherland, Alexander.....		1
McDougall Janet.....		1	Sutton, Eleanor.....		1
McHenry, Annie.....		1	Saunders, Edwin James.....		1
McNeil, Ella.....		1	Samson, Minnie.....		1
McDonald, Johanna.....		1	Scott, Mary Smith.....		1
McCaig, James.....	C		Sutherland, Bella Margaret.....		1
*McIntosh, Alexander William.....	C		Smith, Mary Elizabeth.....		1
*Nicol, Margaret Annie.....	C		Sterritt, Jennie.....		1
Nicol, James.....		1	Stephenson, Lillian Josephine.....		1
Nelson, Orlando.....		1	Schilz, James.....		1
Nichol, Arthur Henry.....		1	Simpson, Arthur Alexander.....		1
Neve, John Horatio.....		1	Strader, Alexander A.....		1
Nasmith, Clara Lyle.....		1	Strader, Edward.....		1
Nicoll, Margaret Ann.....		1	Swain, Levis Michael.....		1
Niece, Samuel Herbert.....		1	Sallows, Annie.....		1
Napier, Barbara Sinclair.....		1	Short, Sarah.....		1
Orton, Alvin.....	B		Smith, Jennie.....		1
Oddert, George Thomas.....		1	Stanley, Annie Abernethy.....		1
O'Connell, Mary Ann.....		1	Stewart, Catharine.....		1
Putman, John Harold.....	B		Struthers, Catharine.....		1
Page Bertha Florence.....		1	Symons, Elizabeth.....		1
*Porter, Margaret Adeline.....		1	Scott, Robert Hutchinson.....	C	
Pauli, Celia Sophia.....		1	Smith, Robert Henry.....	C	
Pickering, Minnie.....		1	Standing, Thomas W.....	A	
Proudfoot, Agatha.....		1	Smith, James Harvey.....	A	
Pye, Mary Edith.....		1	Tough, William John.....		1
Perney, Frank Eugene.....		1	Taylor, Mary Ida.....		1
Patterson, William Franklin.....		1	Treblecock, Minnie Teresa.....		1
Paddon, Maud Louisa.....		1	Tamblyn, Mary Christina.....		1
Patterson, Nellie.....		1	Thomas, Annie.....		1
Pearson, Florence; McBeth.....		1	Tripp, Edith.....		1
Ptolemy, Bella.....	C		Tyrrell, Louise.....		1
Quinlan, James.....		1	Thompson, Herbert Osborne.....		1

* Honors. + Medallist.

6.—LIST OF PROVINCIAL CERTIFICATES.

NAME.	GRADE.		NAME.	GRADE.	
	First Class.	Second Class.		First Class.	Second Class.
Thompson, Thomas George		1	Wood, George Restal		1
*Taylor, Agnes		1	Wallace, Jennie Graham		1
Tedford, Margaret		1	Wilson, Annie		1
Tennant Edith		1	Winter, Robert Alexander		1
Thorne, James	C		Wilgar, Jessie G.		1
Thompson, Robert	C		Wilkie, Janet		1
Uren, Herbert James		1	Wright, Susan Ann		1
Van Velsor, William Eugene		1	Wallace, Margaret Sterling		1
Van Dusen, Washburne		1	Watson, Annie		1
Voaden, Frederick James		1	Wilson, Nellie		1
Volume, Nellie Marshall		1	Whyte, David.		1
Valade, Josie		1	Williams, David		1
Wafer, Grace M		1	Walbourn, Carrie Harriet Fanny		1
Whyte, Duncan		1	Whyte, Elizabeth Cosley		1
Walker, Elizabeth		1	Wright, Bessie Eva		1
Wasley, Minnie Diana		1	Wright, Emma		1
Watson, Isabella Thorburn		1	Walker, Christina		1
Weatherby, Jane		1	Wood, Isabella Smith		1
Whiting, Sarah Amy		1	Wilson, William	C	
Whytock, Martha.		1	Williams, Florence Eveline	C	
Woodrow, Bertha		1	Wood, Isaac	C	
Wheeler, Isaac Newton		1	Weidenhammer, Frederick	B	
Weir, James		1	Yemen, Margaret.		1
Widdis, Jeffrey		1	Young, Alexander		1

* Honors. † Medallist.

7. KINDERGARTEN CERTIFICATES.

Directors—		Assistants—	
Alexander, Isabel G.	Milne, Marguerite A.	Ayers, Susan.	Hardy, Sophia.
Bell, Margaret Jane.	Murray, Clemena S.	Bryans, Agnes E.	Lambe, Eliza Letitia.
Chambers, Rachel S.	Meade, Catharine.	Brown, Cora.	McLean, Lillie.
Christie, Annie.	Miller, Lillian M.	Burns, Ada H.	McLean, Mamie.
Drayton, Rosetta M.	McKirdy, Marguer. A.	Bowman, Mary Louise.	Magen, Mary.
Edwards, May W.	Nunn, Daisy.	Blandford, Winnifd. M.	Milligan, Nellie.
Flewellyn, Ada M.	Roy, Rosa Alice.	Byrne, Alice Marie.	Mack, Emma M.
Glower, Bella Eliz'beth.	Russell, Eliza M.	Bastedo, Mabel M.	Oaten, Catherine R.
Green, Lily.	Robinson, Bertha K.	Coleman, Minnie.	Peene, Elizabeth G.
Hall, Lila Bulley.	Thompson, Jessie.	Clark, Annie E.	Pearse, Caroline L.
Hendrie, Caroline E.	Vallance, Ethel.	Craig, Amy A.	Rupert, Edith A.
Holmes, Nellie.	Warner, Ella E. J.	Campbell, Annie.	Rupert, May O.
Irvine, Minnie Louise.	Williams, Elizabeth B.	Cryslar, Saily.	Ronan, Lola May.
Johnston, Maud E.	Wilder, Laura.	Dent, Lillian M.	Stewart, Fairley Agnes.
Kennedy, Antoinette I.	Wickham, Adelaide J.	Dunn, Jeannie.	Servas, Amy E.
Kennedy, Jane.		Davidson, Susan W. G.	Seccomb, Edith R.
Kenny, Hannah May.		Duelos, Lillian.	Spence, Catharine A.
Kenny, Eva Jane.		Greey, Lillas Mary.	Tomlinson, Sophie.
Kirkland, Isabella.		Guilett, Elise.	Thompson, Mabel L.
Laidlaw, Jean Robson.		Henderson, Bella.	Walker, Mabel.
Little, Sarah.		Howell, Eva C.	Warner, Ella.
Martin, Esther.		Hamilton, Blanch G.	Welch, Lillie M.

8. TEMPORARY AND EXTENDED CERTIFICATES ISSUED DURING 1891.

COUNTIES.	Temporary Certificates authorized by the Min- ister of Education dur- ing the year 1891.	Third Class Certificates extended by the Min- ister of Education dur- ing the year 1891.
Bruce	3	1
Carleton		2
Dundas		1
Elgin	1	4
Essex	8	2
Glengarry	2	1
Grenville and Leeds		4
Grey	1	7
Hastings		2
Haliburton	1	
Huron	1	1
Kent	8	5
Lambton	2	1
Norfolk	2	15
Northumberland	2	1
Prescott and Russell		1
Renfrew	1	
Simcoe	1	4
Stormont		3
Victoria	1	1
Waterloo	1	
Welland		4
Wentworth		1
York	1	2
Districts		3
Eastern Ontario, R.C.S.S.	32	9
Western " "	4	4
Total, 1891	72	79
" 1890	73	69
Decrease	1	
Increase		10

Of those receiving Temporary Certificates in 1891, 46 had previous experience in teaching.

Of the 79 teachers whose Third Class Certificates were extended, 6 had attained Second Class non-professional standing. The periods of previous service were :—

Three years and under	32
Four to six years	19
Seven years and over	28
	79

APPENDIX H.—*SUPERANNUATED TEACHERS, 1891.*

(CONTINUED FROM REPORT OF 1890).

(1) *Allowances granted during 1891.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.
				\$ c.
890	David Macfarlane	61	31	186 00
891	Isabella McDonald	47	26	178 00
892	Elizabeth Murray	41	21	126 00
893	*Andrew Weir	61	8½	59 50
894	*James T. Morphy	60	7½	52 50
895	*James P. Pegg	44	11½	80 50
896	*Lillias C. Bell	53	32	219 50
897	*Adam Adams	54	14	84 00
898	*Nicholas Jarvis	59	32	209 00
899	*Susan Goodbody	59	35	210 00
900	*Wm. Bradley	44	17½	105 00
901	*Thomas Tubnan	56	26½	178 00
902	*John Collins	54	18	108 00
903	*Wm. Thornhill	63	20	120 00
904	*Eliz. M. Simpson	51	23	153 00
905	*Lucinda Warburton	59	36½	245 50
906	*John Campbell	58	37	245 50
907	*Robert Price	61	30	210 00
908	*Jno. C. Elliott	61	43	297 00
909	*Wm. Donaghy	61	26	180 00
910	*Sebastian Gfroerer	60	21	126 00
406	*†Mrs. C. Elliott	48	12	72 00
572	*†Rev. Geo. Blair	73	28	196 00

*First payment commences with 1892.

†Allowance renewed, name off the list for some time.

(2) *Summary for Years 1879 to 1891.*

YEAR.	No. of Teachers on List.	Expenditure for the year.	Gross Contributions to the Fund.	Amount Refunded to Teachers.
		\$ c.	\$ c.	\$ c.
1879	360	43,774 50	14,064 84	2,237 79
1880.....	391	48,229 13	15,816 45	3,252 92
1881.....	399	49,129 83	14,197 75	2,872 13
1882.....	422	51,000 00	13,501 08	3,660 10
1883.....	422	51,500 00	12,515 50	3,763 01
1884.....	443	54,233 93	15,802 50	4,037 59
1885.....	423	55,003 09	11,525 50	10,593 30
1886.....	440	58,791 37	18,095 29	6,046 05
1887.....	454	58,295 33	1,489 90	3,815 80
1888.....	472	58,290 00	1,700 25	3,588 97
1889.....	457	60,365 00	1,490 77	1,998 44
1890.....	463	62,104 63	1,191 65	1,992 78
1891.....	456	61,080 40	1,584 74	1,067 37

(3) *Teachers who withdrew their Subscriptions from the Fund during 1891.*

Counties.	No.	Counties.	No.
Dundas	1	Oxford	1
Grenville	2	Waterloo	3
Leeds	1	Wellington	1
Prince Edward	1	Grey	1
Hastings	3	Perth	1
Durham	1	Huron	4
Peterborough	1	Middlesex	3
Ontario	1	Kent	3
York	6	Lambton	1
Simcoe	1	Essex	3
Halton	1	Parry Sound.....	1
Wentworth	1	Nipissing	1
Welland.....	1		
Norfolk	1	Total	45

APPENDIX I.—INSPECTION OF SCHOOLS, 1891.

1. PUBLIC SCHOOL INSPECTION.

(1) *List of Inspectors.*

NAME.	JURISDICTION.	POST OFFICE.	SALARY.	
			*	
			\$	c.
M. J. Kelly, M.D., LL.B.	Brant, City of Brantford, Town of Paris.	Brantford.	1016	00
W. S. Clendening.	Bruce, East; Town of Walkerton, Villages of Chesley, Paisley, Tara, Wiarton.	Walkerton.	1345	00
Alexander Campbell.	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton.	Kincardine.	1 00	00
Archibald Smirle.	Carleton; Villages of Ottawa East, Richmond.	Ottawa.	1620	00
Arthur Brown.	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester.	Morrisburg.	1080	00
Nathaniel Gordon.	Dufferin; Town of Orangeville, Village of Shelburne.	Orangeville.	1403	00
W. E. Tilley, M.A.	Durham; Towns of Bowmanville, Peterborough, Port Hope, Villages of Millbrook, Newcastle.	Bowmanville.	1400	00
Welbern Atkin.	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna.	St. Thomas.	1300	00
Theo. Girardot.	Essex, No. 1; Town of Sandwich, Village of Belle River.	Sandwich.	1000	00
D. A. Maxwell, M.A., LL.B., Ph. D.	Essex, No. 2; Towns of Amherstburg, Essex, Leamington, Walkerville, Windsor, Village of Kingsville.	Amherstburg.	1000	00
William Spankie, M.D.	Frontenac; Villages of Garden Island, Portsmouth.	Kingston.	1444	00
Donald McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster.	Athol.	945	00
Andrew Grier.	Grey, East; Town of Thornbury.	Thornbury.	925	00
Thomas Gordon.	Grey, West; Town of Owen Sound.	Owen Sound.	820	00
N. W. Campbell.	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale.	Durham.	1132	50
Clarke Moses.	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville.	Caledonia.	1154	00
C. D. Curry, B.A.	Haliburton; Village of Minden.	Minden.	595	00
J. S. Deacon.	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown.	Milton.	1385	00
William Mackintosh.	Hastings, North; Villages of Madoc, Stirling.	Madoc.	1405	00
John Johnston.	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Village of Wallbridge.	Belleville.	1095	00
David Robb.	Huron, North; Towns of Clinton, Seaford, Wingham; Villages of Blyth, Brussels, Wroxeter.	Clinton.	1300	00
J. E. Tom.	Huron, South; Town of Goderich, Villages of Bayfield, Exeter.	Goderich.	1290	00
Rev. W. H. G. Colles.	Kent, East; Towns of Bothwell, Dresden, Ridgetown, Village of Thamesville.	Chatham.	1020	00
W. M. Nichols, B.A.	Kent, West; Towns of Blenheim, Wallaceburg, Village of Tilbury Centre.	Chatham.	930	00
C. A. Barnes, B.A.	Lambton, No. 1; Villages of Alvinston, Arkona, Thedford, Watford, Wyoming.	London.	1212	00
Jno. Brebner.	Lambton, No. 2; Towns of Petrolea, Sarnia, Villages of Oil Springs, Point Edward.	Sarnia.	1527	00
F. L. Michell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark.	Perth.	1600	00
William Johnston, M.A.	Leeds, No. 1; Town of Gananoque, Villages of Athens, Newboro'.	Athens.	1100	00
Robert Kinney, M.D.	Leeds, No. 2; Town of Brockville.	Brockville.	1030	00
T. A. Craig.	Leeds, No. 3, and Grenville; Town of Prescott, Villages of Cardinal, Kemptville, Merrickville.	Kemptville.	930	00
Frederick Burrows.	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh.	Napanee.	1345	00
J. B. Grey.	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merriton, Port Dalhousie.	St. Catharines.	1215	00
John Dearness.	Middlesex, East; Villages of London West, Lucan.	London.	1300	00
H. D. Johnson.	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville.	Strathroy.	1296	00

*In some instances travelling expenses are included.

List of Inspectors.

NAME.	JURISDICTION.	POST OFFICE.	SALARY.
			\$ c.
*T. O. Steele.....	Norfolk, North; Town of Simcoe.....	Simcoe.....	816 00
J. J. Wadsworth, M.A., M.B.	Norfolk, South; Villages of Port Dover, Port Rowan, Waterford.....	Simcoe.....	790 00
Edward Scarlett.....	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings.....	Cobourg.....	1440 00
James McBrien.....	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry.....	Prince Albert..	1690 00
William Carlyle.....	Oxford; Towns of Ingersoll, Tilsonburg, Woodstock, Villages of Embro, Norwich.....	Woodstock....	1400 00
Allan Embury.....	Peel; Town of Brampton, Villages of Bolton, Streetsville.....	Brampton.....	1160 00
William Alexander.....	Perth; City of Stratford, Towns of Listowel, Mitchell, St. Mary's, Village of Milverton.....	Stratford....	1570 00
J. C. Brown.....	Peterborough; Villages of Apsley, Ashburnham, Lakefield, Norwood.....	Peterborough..	1280 00
W. J. Summerby.....	Prescott and Russell; Villages of Casselman, Hawkesbury, L'Original, Rockland.....	Russell.....	1100 00
Odilon Dufort, (Assistant)	Prescott and Russell; French Schools.....	Curran.....	800 00
G. D. Platt, B.A.....	Prince Edward; Town of Picton, Village of Wellington.....	Picton.....	990 00
R. G. Scott, B.A.....	Renfrew; Town of Pembroke, Villages of Arnprior, Eganville, Renfrew.....	Pembroke....	1982 00
J. C. Morgan, M.A.....	Simcoe, North; Towns of Barrie, Midland, Penetanguishene.....	Barrie.....	1300 00
Rev. Thomas McKee.....	Simcoe, South; Towns of Stayner, Alliston, Villages of Beeton, Bradford, Creemore, Tottenham.....	Barrie.....	1300 00
Isaac Day.....	Simcoe, East and Muskoka; Towns of Gravenhurst, Orillia.....	Orillia.....	845 00
Alexander McNaughton.....	Stormont; Town of Cornwall.....	Cornwall....	970 00
J. H. Knight.....	Victoria, East; Town of Lindsay, Villages of Bobcaygeon, Omeme.....	Lindsay.....	726 00
Henry Reazin.....	Victoria, West; Town of Bracebridge, Villages of Fenelon Falls, Huntsville, Woodville.....	Linden Valley.	1519 00
Thomas Pearce.....	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston.....	Berlin.....	1900 00
J. H. Ball, M.A.....	Welland; Town of Thorold, Villages of Chippewa, Fort Erie, Niagara Falls South, Port Colborne.....	Thorold....	1110 00
D. P. Clapp, B.A.....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clifford, Drayton.....	Harriston.....	1213 00
J. J. Craig.....	Wellington, South; Villages of Elora, Erin, Fergus.....	Fergus.....	1100 00
J. H. Smith.....	Wentworth; Town of Dundas, Village of Waterdown.....	Ancaster.....	1260 00
A. B. Davidson, B.A.....	York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richm'd Hill, Sutton.....	Newmarket....	1074 00
David Fotheringham.....	York, South; Towns of North Toronto, West Toronto, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge.....	Toronto.....	1204 00
Donald McCaig.....	District of Algoma; Towns of Collingwood, Gore Bay, Little Current, Sault Ste. Marie, Villages of Day Mills, Fort William, Keewatin, Manitowaning, Rat Portage, Sudbury.....	Collingwood..	1500 00
Rev. George Grant, M.A.....	Districts of Nipissing and Parry Sound; Towns of North Bay, Parry Sound, Villages of Burk's Falls, Mattawa, Sturgeon Falls, Sundridge ..	Orillia.....	1500 00
Rev. R. Torrance.....	City of	Guelph.....	500 00
W. H. Ballard, M.A.....	".....	Hamilton.....	1800 00
W. G. Kidd.....	".....	Kingston.....	1300 00
W. J. Carson.....	".....	London.....	1100 00
John C. Glashan.....	".....	Ottawa.....	1800 00
John McLean.....	".....	St. Thomas....	225 00
James L. Hughes.....	".....	Toronto.....	3000 00
Rev. A. McColl.....	Town of	Chatham.....	400 00
C. W. Chadwick.....	" Forest	Stratford.....	50 00
Rev. S. H. Eastman.....	".....	Oshawa.....	34 00
Rev. John Pringle, B.A.....	".....	Port Arthur..	60 00
Thomas Hilliard.....	".....	Waterloo.....	80 00
Hon. Richard Harcourt, B.A.,	" Welland and Niagara Falls	Toronto.....	75 00
Q.C., M.P.P.			

*Since Mr. Steele's death there is but one inspector for Norfolk (J. J. Wadsworth, Esq.)
7 (E.)

Separate School Inspectors.

James F. White, Toronto.
Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.
John Seath, B.A., Toronto.

Principal, School of Pedagogy and Inspector of Normal Schools.

James A. McLellan, LL.D., Toronto.



CHURCH STREET SCHOOL, TORONTO.

(2) *Extracts from Reports of Public School Inspectors.*

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., M.D., Inspector.

So far as the rural schools are concerned, nothing of an eventful character has transpired during the year. The work goes tranquilly on ; the teachers as a rule discharge their duties faithfully and well, and the evidences of healthy progress are generally manifest. As might be expected it is not *couleur de rose* everywhere. In a few sections there is an unpleasant exhibition of apathy, but, on the whole, the prospects are encouraging. When the importance of the subject, its far-reaching and enduring influences, and its beneficent aims are considered, it is surprising that there should be apathy anywhere. The educational problem has been before the world so long ; has been so often examined ; so ably and exhaustively discussed by the most eminent men of all ages and countries, that its further consideration is apt to pall upon the attention of the public. Cicero, the greatest, the most universally learned of Roman orators, in the defence of his old tutor, the poet Archias, pronounces a glowing eulogy upon the subject, which has been paraphrased as follows :—"Education is a companion which no misfortune can depress ; no clime destroy ; no enemy alienate ; no despotism enslave. At home a friend ; abroad an introduction ; in solitude a solace ; in society an ornament. It chastens vice ; it guards virtue ; it gives at once a grace and a government to genius." According to Plato, the profoundest of Greek philosophers, "Education is to place youth in happy circumstances, in which no sights or sounds of evil, or allurements of passion, can hurt the character or vitiate the taste. They are to live in an atmosphere of truth ; the breeze is always to be wafting to them impressions of truth and goodness." Socrates, his master, considered preparation for citizenship the prime function of all instruction. Addison says :—"What sculpture is to a block of marble, education is to the human soul." The great Edmund Burke calls it :—"The cheap defence of nations." And so the testimony runs. Still the problem is not satisfactorily solved, nor is it likely to be in our day. Socrates,

"Whose crime was to be kind,
To render with his precepts less
The sum of human wretchedness,
And strengthen man with his own mind."

even in his remote age, made a fairly successful attempt at the solution. After him his disciples tried it. Then at Rome, Quintilian and others, to be followed by Abelard in the Middle Ages ; and later by Erasmus, his friends Sir Thomas More and Colet ; Roger Ascham, Milton, Locke, Rousseau, Fenelon, the Jesuits and the Jansenists, and within living memory by a numerous throng in England, the continent of Europe and America. But no true consensus of opinion has been reached among those whose views are entitled to the highest and most respectful consideration.

Much has been said and written in recent years about new methods or modes of instruction, and extraordinary merit has been claimed for some of them by so-called educational reformers. Those of us whose memories can go back beyond the middle of the present century will remember how the Latin rules of syntax and prosody, with all illustrations and exceptions in the old Eton grammar, had to be learned by heart in the grammar schools of the day, and the late Rev. Dr. McCaul, fine scholar and variously accomplished man as he was, used to insist on the 2nd year's men in University College learning verbatim, all the definitions, rules, etc., in Murray's Logic. The Right Honorable Sir Robert Lowe, before he had buried himself in the House of Lords, was wont to bemoan the time he had spent in classical study, and to regret that he had not devoted it to science and what are termed the useful arts. Brougham, of whom Lyndhurst, when he heard of his appointment as Lord Chancellor, said :—"If he knew a little law he would know a little of everything," at an earlier day advocated sending "the schoolmaster

abroad" to scatter the seeds of useful knowledge. The late Matthew Arnold, who, as an Oxford professor, an inspector of schools and an investigator of continental systems of instruction, ought to have known what he was writing and talking about, was not pleased with the methods prevalent under his own inspection. Professor Goldwin Smith, a competent authority on everything that pertains to education, entertains similar opinions. As an outcome, partly, of this agitation, we in Ontario are launched upon the unknown and perilous seas of "the new education," with Colonel Parker of "Quincey methods" notoriety, if not as helmsman, at least as *compagnon du voyage*. And what is the net result so far? In arithmetic, the unitary method, (not new) which has consigned to the limbo of forgotten things the good old golden rule, with all thereto belonging; in Algebra a few devices in factoring; in other subjects, *nil*. Instruction in drawing and designing has been emphasized and made more general, and the Kindergarten, a somewhat expensive luxury, has had its sphere extended. There ought to be a satisfactory return for so much additional outlay. Time will show.

I. School Inspection.

Every school in the county was visited and inspected twice during the year, several three and four times. In twenty years no school has been missed which was not closed at the time of my visit. The aim has been to encourage teachers and pupils in their work, to cheer them on their way, rather than to make a display of new methods, most of them worn out, and discounted fads of no educational value under the sun. Nor has there been any attempt to dictate or coerce trustees in all these years, and yet I am inclined to believe that there are few counties in Ontario in which more has been done in the interval in the way of school accommodation and equipment than in the county of Brant. The credit for this is mainly due to the teachers, the trustees and the people themselves, who needed but little external pressure to urge them in the performance of duty.

II. School Attendance.

This is one of the subjects in connection with schools that cannot be kept too constantly before the public—it is a chronic evil everywhere and at all times. At the late sitting of the Ontario Legislature, the Minister of Education submitted a report on "Compulsory Education," embracing the regulations in connection therewith in Canada, Great Britain, Germany and the United States. Out of this, legislation may spring of a nature to solve the problem, but the issue, in any case, is doubtful. The percentage of attendance in the rural schools of all the townships of the county was a little better than in 1889. A little lower in Paris; the same in the City of Brantford. The Township of Oakland and the Town of Paris it will be seen are still ahead, while Burford, as heretofore, is the lowest of all.

	Registered.	Average.	Percentage.
Oakland	155	107	69
Onondaga	354	195	57
South Dumfries	737	397	54
Burford	1304	572	43
Brantford	1598	820	52
Paris	599	361	60
City of Brantford	2605	1504	58

III. Receipts and Expenditure.

The amount received from all sources during the year in the rural sections was \$48,184; amount expended, \$40,074; leaving a balance of \$8,110 a little more received and a little less expended than in the year before, with, of course, an increased balance to the good. The Legislative grant was \$1,934; the Municipal, \$2,775. The Township of Brantford drew for school purposes, interest on invested Municipal Loan Fund Surplus, amounting to \$3,658. Burford and Oakland from a similar source, and from Clergy Reserves Fund, derived considerable sums for the same purpose.

IV. Additional School Accommodation.

In No. 13 Burford—the Village of Harley school—the trustees have converted their frame school house into a brick one, with a good basement, all above ground. There is a large porch in front reached by a flight of stairs on each side. The new building is a great improvement on the old one. In No. 23 Brantford, a few years ago, the trustees built at considerable expense, a new brick school house with a good basement, in which a school room was fitted up for the primary classes. Owing to the rapid increase of population in Eagle Place, it was found necessary to employ an additional teacher (making three in all) and to provide a house for her in that populous end of the section; there the bulk of the small children received instruction. But this is an age of advancement; when the march of intellect is under consideration, money is not and should not be an object; at least so thought or seemed to think the enterprising trustees of this section, for they resolved to build anew and on an urban rather than a suburban scale. The site was chosen in the classic regions of Parkdale, and on a hill that all might see the new and imposing edifice. The house is of white brick, two stories high, on a good, lofty stone foundation, with a basement divided into two compartments, entered by doors from a wide passage with no separating wall, so that the boys and girls may mingle freely and take their choice of playrooms. In these the furnaces (very good ones) are. The basement is still unfinished. The building fronts southward, ostensibly so that the farmers and their families on their way to market from Townsend, Oakland, Burtch, Newport and the Reserve may be duly impressed with a sense of its architectural beauties. The rear is presented to the city as if in mild protest against annexation. There is the main hall to furnish entrances, to which extensions beyond the side walls have been made, which certainly detract from the symmetry of the structure. These extensions terminate above in what may be called turrets, and which give the roof, and indeed the whole building, a somewhat grotesque appearance. Had the house fronted city-wards, as it should have done, the visitors from the south would have had a fine view of it on their return journey, a view that would have been shared in by the citizens of Brantford. In that event too, the public entrance, which is now neither useful nor ornamental, would have opened into the principal hall or into a hall leading to it, as is the invariable custom, and not as at present by doors into school rooms—a fatal and unpardonable defect, which, unfortunately as things now are, cannot be remedied. The four rooms are well lighted, heated and ventilated. Three are in use; one supplied with new furniture, the other two still keeping the old. Upstairs, an attempt has been made to convert the two school rooms, on public occasions, into an audience hall; but as only a very small portion of the separating wall can at present be thrown open, and that at one end, an excellent opportunity is afforded a peripatetic orator to play hide and seek with his hearers. According to the figures given me a few weeks ago by the secretary-treasurer, the cost of the new school when completed, will be something over \$6,000. It would be hard to find anywhere a better illustration of the old injunction: “*Ne sutor ultra crepidam.*”

V. Teachers' Certificates, Salaries, etc.

The number of teachers employed in the rural schools during the year was 75; of these two had first class certificates; 37 second class; 1 old County Board; and 35 third class ones; 36 had graduated from a Normal School. The amount paid in salaries was \$25,613, something in excess of the previous year. The highest salaries are paid in Brantford township and the lowest in Burford. The highest salary paid a gentleman was \$600; the average for the county was \$428. The highest salary paid a lady was \$475, the lowest \$200; the average for the county \$304. The schools were open during the year, an average of 212 days. Probably in no other county can more be said for school opportunities.

VI. School Population, Attendance, etc.

The total number of all ages enrolled was 4,138, boys 2,226, girls 1,912. Total number of days attended the first half of the year was 270,987; the average attendance,

2,168. The total the second half of the year was 191,392; the average 2,015. The total school population reported between the ages of 5 and 21 years was 5,060. The attendance of enrolled pupils was something better than in 1889. Attended no school during the year, 22. Attended less than 100 days, 690. The proposed legislation now under the consideration of the Department and the Legislature, may help to improve the attendance which has been affected during the year by an unusual prevalence of sickness, and especially by *la grippe*.

VII. Promotion Examinations.

These examinations were established many years ago, under the auspices of the Teachers' County Institute. They had been held (and were so last year) usually in the month of March, but at the last meeting of the Institute it was resolved to hold them hereafter just before the Christmas holidays. The examinations will take place next December.

VIII. Departmental Examinations.

Two entrance examinations were held in 1890, in July and December. In Paris Mr. Acres, B.A., Headmaster of the High School, was and has been for many years in sole charge; in Brantford, Mr. W. Oliver, B.A., Principal of the Collegiate Institute, and the Inspector of Schools, constitute the Board. At Paris, in July, 35 wrote and 13 passed; in December 32 wrote and 16 passed. In Brantford, at the same dates (July), 102 wrote and 82 passed; (December) 97 wrote and 75 passed. The rural schools, as has been the case for several years past, did remarkably well—a pupil from Cathcart school heading the list at the first and a pupil from No. 18 Brantford, at the second examination. In addition the following rural schools sent up successful candidates for non-professional certificates: Burford Village, 2 for third class; Scotland, 1 for third class; No. 14 Burford (Big Creek), 3 for third and one for second class; this school also sent up to the entrance examination in Oxford County, five successful candidates, one of whom distanced the whole county by 63 marks.

IX. County Model School.

This school was opened with twenty candidates, one of whom dropped out before the school was properly organized; the rest pursued their professional studies with commendable diligence, and at the close of the term in December succeeded in passing the examinations. The examiners of the written papers were Mr. A. McIntosh, Headmaster of the Provincial Boys Model School in Toronto, and the County Inspector of Schools; of the practical teaching, the Inspector alone. Several of the candidates have since secured schools.

X. Teachers' Institute.

The last meeting of the Institute was on the 15th of May, 1890. The session extended over two days. The Provincial Director conducted the Institute. He discussed during the sessions: "Raw Materials of Intellectual Life," "Phonetic Reading," and "Psychology." On the evening of the first day he lectured on "English Literature and its Value in Education," to a large audience in the assembly hall of the Collegiate Institute. The lecture was much appreciated by the teachers and others present. Excellent papers were read or lessons given on various subjects by Miss Capron, of Paris, Mr. A. H. Morrison, of the B. C. I., and Mr. Jones, of Grandview. There was a large attendance both days, and much valuable work done.

XI. Tuscarora Schools.

These Indian schools, though receiving for their support no provincial or county funds, are nevertheless entitled to notice here, from the circumstances of their location, and the influence they are likely to exercise on the future of an interesting if decaying

race. There are 12 of them—one, that of Oshwekan, was closed during part of the year—the bulk of the others are fairly well accommodated and equipped, and do satisfactory work. They were inspected twice during the year, and the results of each inspection reported to the Indian Department at Ottawa.

CITY OF BRANTFORD.

The city schools have been conducted at much disadvantage during the year, scattered as the various divisions of the old Central have been throughout Brant and Queen's wards. On the 6th February, 1890, a fire occurred in the main building of the Central, extending from the library and hall on the first floor up the principal stairways, and causing so much damage that it was deemed advisable to build a new instead of attempting to repair the old structure. The question was submitted to the ratepayers, who decided in favor of a new building. Mr. Stewart of Hamilton was selected as the architect, and the contract was awarded to Messrs. Schultz Bros., of Brantford. The work commenced at the beginning of the summer vacation, and the foundation stone was laid with imposing ceremonies on the 15th of October. The original contract price was \$38,744, and the Smead-Dowd system of heating and ventilation cost \$3,840. The probable ultimate cost will be \$50,000. There are seven large class-rooms, two recitation rooms, a library, two teachers' rooms, seven cloak rooms, and in the basement, play-rooms, closets, coal and fresh air rooms. The halls and stairways are spacious and the whole is admirably lighted.

TOWN OF PARIS.

No notable change has taken place in the schools of the town of Paris during the year. They have kept steadily "the even tenor of their way," a fact that of itself indicates a normal and healthy state. Quiet work unostentatiously done savors more of real progress in education than the fitfulness and clamor that usually accompany what are often falsely and foolishly called reforms. The present age is one of educational fads, which are taken up and dropped with surprising facility, but like the hydra of mythology, no sooner is one head struck off than another takes its place. The trustees of the Paris schools take an active and intelligent interest in the work committed to them, and willingly provide whatever is needful for their welfare.

Finances.

The amount received from all sources for the support of these schools last year was \$7,878. Paid out in salaries to teachers \$3,098 ; for rent and repairs \$798. There is only one male teacher in the public schools ; his salary is \$650. There are eight lady teachers, all with 2nd class certificates, whose salaries range from \$260 to \$380. Two written promotion examinations were held during the year, just before the midsummer and Christmas holidays. The senior class did very creditable work at the two entrance examinations. The order, progress and management of the schools reflect credit on the teachers and trustees, and leave little to be desired.

COUNTY OF GREY—EAST.

Extract from Report of A. Grier, Esq., Inspector.

The Consolidated School Act, revising the laws respecting the Education Department, will, in my opinion, be a great benefit to weak and poor sections, as it will make the taxes in township municipalities more uniform, equitable and just ; it is a step in the right direction.

There are so few changes in the Eastern inspectorate since my last report that I do not think it would be important to make a lengthy report.

It gives me much pleasure to be able to state that the County of Grey has received the largest Legislative grant for 1891 of any county in the Province, Grey receiving \$6,374, Simcoe, \$6,028, and Bruce, \$5,018.

COUNTY OF GREY—WEST.

Extract from Report of Thomas Gordon, Esq., Inspector.

Generally, the condition of the schools is satisfactory, and the provision made for their support such as to enable trustees to employ efficient Third Class teachers, which grade is held by sixty out of the seventy-two teachers employed. The distribution of teachers was as follows:—Derby, two Second Class, six Third Class; Holland, two Second Class, sixteen Third Class; Keppel, two Second Class, ten Third Class; Sarawak, one Second Class, four Third Class; Sullivan, two Second Class, one Second Class old County Board, ten Third Class, one temporary; Sydenham, one Second Class, one Second Class old County Board, thirteen Third Class. Two townships, Keppel and Sarawak, increased the number of Second Class teachers over that of 1889 one each, but the number was diminished in Derby one, Sydenham two. There was but one permit or temporary certificate operative, and the allowance of that was occasioned only by the failure of the trustees of the section interested to obtain a certificated teacher. In view of the large number of candidates who pass through the Model Schools each year it seems to excite surprise that there should be any deficiency in the supply of teachers having valid certificates, but in several instances during the current year (1891) difficulty has been found in procuring such.

In 1890 there were employed in Derby, 5 males, 3 females; Holland, 6 males, 12 females; Keppel, 6 males, 6 females; Sarawak, 5 females; Sullivan, 3 males, 11 females; Sydenham, 8 males, 7 females.

The total annual salaries were: Derby—Males, \$1,675; females, \$825. Holland—Males, \$2,085; females, \$2,870. Keppel—Males, \$1,620; females, \$1,880. Sarawak—Males, \$1,340. Sullivan—Males, \$1,015; females, \$3,085. Sydenham—Males, \$2,805; females, \$1,960. Average salaries—Males, \$328.57; females, \$271.80. The Township of Keppel affords an instance of the salaries of females being in excess of those of males, the average of the former being \$313, while that of the latter is but \$270.

The registered number of pupils, as before stated, was 4,756. The average attendance for the first half year was 1,868; for the second half year, 2,010; for the whole year, 1,939.

The total amount paid for teachers' salaries was \$21,700, and for all purposes, including salaries, \$29,775; and now, computing the cost per pupil, according to the registered number, it will be found that for teachers' salaries it is \$4.56; for all purposes, \$6.26 nearly; while, computed on the average attendance, the cost per pupil will be: for teachers' salaries, \$10.67; for all purposes, \$15.46.

Such an exhibit as this affords the strongest evidence that there was warrant for the interference of the Legislature in seeking to compel a better attendance of pupils, and a more effective supervision on the part of parents and guardians. Irregularity of attendance has been and is the occasion of great waste of time to pupils other than the absentees, and of greatly increased work to the teacher because of the disarrangement of studies and the necessity of again going over the work done when the absentees were not in school; and, besides the evil wrought in this way, injustice is generally done to the teacher by the attributing to him the falling behind of those who have not been regular and punctual. My visits to the schools enable me to bear testimony to the faithfulness of teachers generally in the performance of their duties, and to the anxiety and

diligence exhibited by them to advance the pupils under their care. They appear to realize the responsibility of their position, and to perform their work with zeal and industry and a single desire to forward the educational and moral interests of their charges.

COUNTY OF GREY—SOUTH.

Extract from Report of N. W. Campbell, Esq., Inspector.

The following summary of statistics is submitted :—In 1890, the total receipts for the maintenance of the schools of the Riding increased \$6,933 over 1889, while the payments increased \$5,509. This increase is largely due to the erection of the new school house in Markdale.

The amount of Legislative grant for the townships and villages was \$254 less than in 1889. This was owing either to a decrease in the amount of money apportioned by the Minister of Education for Public School purposes in the Province, or to a decrease in the total population returned by the assessors of the several municipalities.

There were in the inspectorate during 1890, 111 teachers—48 males and 63 females ; 32 of these held Second Class certificates and 27 had attended the Normal School ; the remainder, except one, held Third Class certificates. The teacher of No. 11, Proton, held a temporary certificate ; this had to be granted, as no applications, except hers, were received by the trustees in answer to their advertisement.

The number of children of all classes and creeds returned for the year was 7,895 ; of these, 7,403 were entered on the School Registers during the year ; this leaves some 400 children without proper instruction in the Public School course. 4,072 children are reported as having attended school less than 100 days during the year. It is hoped the Truancy Bill, which comes into operation on the 1st of July, will secure to many of these a better education.

There were 2,938 pupils in the First Reader ; 1,456 in the Second ; 1,494 in the Third ; 1,073 in the Fourth, and 168 in the Fifth. Nearly all the children registered take writing, and I believe a marked improvement has been made in this subject.

668 trees were planted in the school grounds during the year. We shall soon have every school yard in the riding “a thing of beauty and a joy forever”—an important advance in our educational life.

During the year satisfactory progress was made in most of the schools. For the past six months the work has been going on with varying success. Forty-two teachers are employed in the riding for the first time ; many of these are beginners ; many others have changed schools in the inspectorate. So many teachers working with new material retards progress in very many schools. I have been compelled to report to trustees in not a few cases that the progress being made was not quite satisfactory. Better work can, however, be done during the Fall term.

The holding of the Entrance Examination this year in so many places in this inspectorate will enable a large number of candidates to avail themselves of its benefits with but little inconvenience to themselves. About 150 candidates have already sent in their names, and there are some more to hear from. After this year no fees can be collected from county pupils for the Entrance Examination.

The marked favor with which the subject of Agriculture has been received by all the schools into which it has been introduced is a hopeful sign for the future. The text-book is worthy of a place not only in every school, but in every farmer's library, and I have no doubt its introduction will mark a new era in the development of the agricultural interests of the Province.

COUNTY OF HALTON.

Extract from Report of J. S. Deacon, Esq., Inspector.

Inspection.—The number of my official visits during the year was 197, being 20 in excess of the number required by Statute. During these visits an inspector readily discovers excellencies or defects in teaching and management, whether by examination of the pupils or by observation alone. Inefficiency may be the result of apathy on the part of parents, or the bad training of pupils in the early stages of their educational growth. Considerable time and careful judgment are required to locate properly the causes of success or failure in any school. Taken altogether, our teachers of 1890 proved themselves much superior to those of 1889. The few who have failed to earn a good record owe it largely to the lack of energy required to accomplish the great amount of work devolving upon them, or to the lack of *will power* required to secure faithful study on the part of pupils. Judicious selection of lessons; tact in arousing interest of pupils; co-operation of parents; regular attendance, etc., etc., are additional elements of success. I am glad to notice that the majority of our trustees are learning to appreciate the services of a diligent and efficient teacher, and are loth to part with such for the sake of a *temporary* financial advantage. There are instances, however, where superior work has been done for less than the previous average salary, and the teacher has had no choice but to accept for a second term an inferior salary, or leave, for another to build upon the foundation he has so carefully laid.

All the subjects of study on the programme are carefully taught by the majority of our teachers. I regret to say the instructions given in Reading and Writing are not equal to those given in less important subjects, but some of our teachers give very efficient and thorough instruction in these branches of study. Perhaps the low value hitherto placed upon these subjects at the Departmental Examinations has tended to their comparative neglect in High Schools and other institutions where teachers receive their non-professional instruction, consequently they are inadequately prepared to give instruction therein.

Objection is frequently made that we have too many subjects on the programme of studies in our Public Schools. This may or may not be true; it is an open question which can only be decided by the practice of the individual teacher. Calisthenics, Drawing and Music should be utilized in every school as auxiliaries to awaken greater interest and enthusiasm in the other subjects of study. Temperance and Agriculture are supposed to require from one to two hours per week according to season and circumstances. Only two schools have given attention to Agriculture, but it will probably be a subject of study in every rural school in 1891, since the text book is now published.

Teachers' Certificates, Salaries and Changes.

(a) Ninety teachers were employed, 48 ladies and 42 gentlemen.

(b) Three teachers held First Class Certificates, 36 Second, 49 Third, and two First Class (Old Standard); this gives Halton $43\frac{1}{2}$ per cent. of First and Second Class Provincial Certificates, while the province has but 41 per cent.

(c) The highest salary paid a male teacher was \$750, the lowest \$275. The highest salary received by a female teacher was \$500, (this is really the highest sum received by a male teacher except in the towns and incorporated villages), the lowest was \$200. The average salary of male teachers was \$430, increase, \$6; of female teachers, \$280, decrease, \$19.

(d) Only 23 changes occurred—one in August and 22 in December; nine of these were owing to expiration of certificates. Of the teachers employed for 1891, 76 were trained in Halton, or have taught in the county at least ten years.

School Visits and Public Examinations.

(a) There were 3,388 visits reported, of which 303 were credited to trustees. Eleven trustee boards neglected to visit their schools, and twenty permitted their teacher to neglect the important duty of holding at least one public examination of his school.

(b) There were 87 Public Examinations.

School Houses, Apparatus and Grounds.

Of our 62 school houses, 18 may fairly be graded as *excellent*, 33 *good*, 9 *fair*, and 2 *inferior*. Brick and stone school houses form 49 per cent. of the whole Province. Halton has 28 brick, 15 stone, and 19 frame or concrete, brick and stone forming 68 per cent. of the whole. Our school houses and sites are valued at \$93,000, the apparatus at \$13,950. The old frame school house in S. S. No. 12, Nelson, has been remodelled, or rebuilt, at an expense of about \$800, and now presents a modern appearance within and without; it is veneered with red brick and is practically a *new* building; new desks and seats of modern style have been furnished for teacher and pupils.

Minor Improvements in other Sections.

NASSAGAWEYA.—No. 3, new clock, additional Preston seats, blackboards reslated No. 1, new set of maps.

ESQUESING.—No. 1, new wood ceiling; No. 2, new wood ceiling; No. 9, new floor and painting of woodwork; No. 15, east wall rebuilt at cost of \$85, fences, etc., put in repair.

TRAFALGAR.—No. 7, new folding desks and seats; No. 10, excellent outbuildings and general improvements; No. 14, new woodshed.

A new section should be formed from parts of sections 1, 2 and 6, Nassagaweya, and a school house built in Campbellville. These schools are each too large for one teacher; and besides this, a private school of about 40 pupils is maintained in Campbellville during the winter, on account of the inconvenient location (for them) of the present school house. There should be two school houses in No. 1, or a new section formed.

School Population, Attendance and Cost.

(a) The population of school age (5 to 21 years) was reported as 7,022, increase 3.

(b) The number between the ages of 7 and 13 reported as not attending any school, is 44, increase 18. The number between 7 and 13, attending less than 100 days in the year, is 778, decrease 47. Pupils removing from one section to another are reported *twice* as attending less than 100 days, although they may have attended nearly 100 in each section.

(c) There were 5,162 pupils enrolled, decrease 184. In First Class, Part I, 1,252; Part II, 867; Second Class, 866; Third, 996; Fourth, 1,013; and Fifth, 168. The number in Drawing was 5,162; Drill and Calisthenics, 3,070; Music, 2,568; Canadian History, 1,932; Agriculture, 63; Temperance and Hygiene, 2,240. Average attendance, first half year, 2,662; second half, 2,628.

(d) The percentage of attendance compared with the number enrolled was, in Milton, 60.2; Georgetown, 60.1; Acton, 57.2; Oakville, 57.1; Burlington, 52.6; Esquesing, 52.2; Nelson, 51.1; Trafalgar, 47.8; Nassagaweya, 44.8; and for the whole county, 51.2. The percentage for the Province was 50.

(e) The cost per pupil was \$6.96 for Ontario. The highest in any county was \$8.97, and the lowest was \$5.97, (County of Glengarry); the cost in Halton was \$7.24 per pupil.

Departmental Examinations.

At the Non-professional Examinations held in Oakville Georgetown and Milton there were 45 Third Class candidates, 20 Seconds and 5 Matriculants. At the H. S. Entrance Examinations in July there were 135 candidates, of whom 82 passed; in December 140, of whom 74 passed; total for the year 275, of whom 156, or 57 per cent. passed. Oakville had 82 candidates, Georgetown 85, and Milton 108, of whom 48, 39 and 69 passed.

Model School.

There were in attendance 11 ladies and 6 gentlemen during the session of 1890. All passed the final examination, and 14 of them are now teaching in Halton. The school maintains its high state of efficiency with the same staff of teachers as at last report.

Teachers' Institute.

The Institute met in February and October, 4 days. Eighty teachers and all the "Model" students received the benefit of attendance at its sessions. Papers were read or subjects discussed by Misses Laidlaw, Cleveland, Montgomery, Pattison, Kelly, Maclean, Ezard, Willis, B. Harrison, and Messrs. Harrison, Meade, Malcolm, Rivers, McGillivray, Husband, H. W. Bell, T. J. Moore, Gray (2), McNiven (2), Prof. Tagg, N. J. Wellwood, B.A., J. H. Smith, P.S.I., (3), and Rev. A. H. Drumm.

COUNTY OF HURON—WEST.

Extract from Report of J. E. Tom, Esq., Inspector.

School Buildings.

There are 95 school sections or school corporations in this division, with 100 school-houses; of these 35 are brick, 2 are stone, 62 are frame, and 1 is a log building. More than one-half are good substantial buildings, many of the others are in good repair, while about twenty should be considerably repaired or replaced by new buildings. In four sections, Nos. 2, 7 and 13, Ashfield, and No. 8, Stephen, new houses should be erected immediately.

The majority of the schools are furnished with improved desks. About a dozen schools have old, uncomfortable desks, which I hope will be replaced by better ones soon. Great improvement has been made in the desks, floors, ceilings and blackboards during the last three years.

Only a few sections have woodsheds.

Care of School Houses and Grounds.

I find considerable difficulty with the sweeping. In too many schools the sweeping is done in the morning or at noon by the children; the school-room is thus filled with the most injurious kind of dust, which the children are forced to breathe for hours. To save a few dollars trustees and parents are willing to sacrifice the lives of many of the children. Regulation 9 of the School Act should be changed so that the sweeping must be done after four o'clock.

In some sections the closets and grounds are not as well looked after as they should be; trees have been planted and improvements made, but these are not taken care of.

Most of the teachers see that the school is kept clean and made attractive by hanging pictures on the walls and placing flowers in the windows. The outbuildings and grounds are always in good condition. A few teachers and trustees do not appear to take any interest in the state of the school property ; the floors are dirty, the walls naked, the maps are standing in a corner of the room, the yard strewn with pieces of boards or stove wood, the trees broken or dead, and not a flowering plant to be found in the windows or yard. The standing and discipline of the pupils are generally in keeping with the school house and grounds. During the last five years 3,925 trees have been planted ; many of these are growing nicely, while others have been destroyed, the teachers who planted them having been succeeded by those who take no interest in the appearance of the school property.

School Population and Attendance.

The number of persons between the ages of 5 and 21 resident in the inspectorate was 10,605. The number of registered pupils was, 8,214. The average attendance for the first half year was 4,544, and for the second term it was 4,293, being an average for the year of 54.8 per cent. of the pupils enrolled. Irregularity greatly retards the progress of some schools. In some cases parents are to blame, while in others the teacher is responsible for the irregularity and want of punctuality. I have found several cases where the pupils were very irregular and frequently late, and in a short time after another teacher took charge of the school the same pupils became both regular and punctual. When the teacher is thorough, energetic and interesting the pupils soon acquire a love for their work, so that they are seldom late or absent.

Of the 8,214 registered pupils

626	attended less than 20 days.				
1,121	attended between 21 and 50 days.				
1,663	"	"	51	"	100
1,876	"	"	101	"	150
2,406	"	"	151	"	200
522	"	"	200	"	220
					(the whole year).
65	between 7 and 13 years did not attend any school.				
1,304	"	"	"	"	100 days as required by law.

The clauses of the School Act compelling children between the ages of 7 and 13 to attend school at least 100 days each year is a dead letter, as trustees do not see that its provisions are enforced. Something should be done in this matter.* When parents do not avail themselves of the means provided to fit their children to become intelligent citizens, it is the duty of the State to see that these children are given an elementary education.

Classification of Pupils.

There were 1,772 pupils in I. class, part I.

1,137	"	I.	"	"	II.
1,578	"	II.	"		
1,823	"	III.	"		
1,535	"	IV.	"		
369	"	V.	"		

Those in the V. class have passed the H. S. entrance examination.

Uniform Promotion Examinations.

There are two examinations held each year, the first in March, the other in October. Papers are prepared and sent to the teachers by the inspectors, for promotion from II. to III. class, III. to IV. class, and V. to VI. class. Those who pass the H. S. entrance

* By the Truancy Act of 1891, all children between 8 and 14 must attend school for the full term.

examination are promoted from IV. to V. class. The County Council pays the expense of printing the papers and distributing them to the different schools. The answers of the pupils are read and marked by the teacher, and a complete list of all the classes in the school sent to the inspector after each examination. Since these examinations have been established I find the standing of the schools taking them, higher and more uniform than before. The written work is greatly improved, and any subjects which were formerly neglected now receive their proper share of attention. When the teacher conducts these examinations thoroughly and regularly I know no other means that enables him so efficiently to classify his school, to stimulate his pupils and create an interest in their homes. There are a few teachers who do not have their pupils try them much to the loss of the children. These examinations give the teachers and inspectors considerable extra work, from which the children profit. Where they are not taken, I find the progress and proficiency of the classes inferior to those taking them.

Public Examinations.

In 62 schools one or more public examinations were held during 1890, leaving 38 sections in which none was held; when properly conducted they are of much value to the pupils and teacher.

Entrance Examinations.

The entrance examinations for this inspectorate are held at Goderich, Exeter, and Dungannon for admission to the high schools or the V. class in the public schools.

In 1890, at Goderich, 62 candidates passed.

“ Exeter, 54 “

“ Dungannon, 31 “

Some 65 were successful at other centres, making a total of 212 pupils of West Huron who passed the H.S. entrance examination in 1890. These examinations have proved of great benefit to the public schools, and should be encouraged by teachers, trustees and parents. From many of the public schools, pupils are sent regularly to them. That they may be successful, good work has to be done in the lower classes as well as in the fourth class. Although it may be a convenience to the high schools, I believe the dropping of the December entrance examination will prove a loss to the public schools. Many of those who pass the H. S. entrance remain in the public schools for some time afterwards, there being 369 of such pupils in the public schools in 1890.

Number of Teachers, etc.

The number of schools and departments in operation was 129. Three of these were open during part of the year only, and 126 the whole year.

There were 70 male teachers engaged at an average salary of \$398, and 59 female teachers at an average salary of \$285.

Of these 2 held First-Class professional certificates.

55 held Second-Class “

72 held Third-Class “

Many of the latter held Second-Class non-professional certificates.

The average time for which the schools in the whole inspectorate were kept open was 211 days.

Financial Statement.

The total amount received from all sources by Trustees was \$67,978, and the whole amount expended was \$58,657, of which \$44,482 were paid for teachers' salaries. This is an average cost of \$5.41 per pupil for salaries, and \$7.14 per pupil for all purposes.

School Grants.

The division of the Legislative and municipal grants among the schools according to average attendance does not increase the average attendance in any section. In the division of these grants I find the strong sections receive the large amounts and the weak sections get very little. I know there is a temptation to report the average attendance larger than it really is. Some method of dividing the grants which will encourage trustees to improve the school property and maintain a first-class school, should be adopted.

School Reports.

Trustees and teachers do not exercise sufficient care in filling the annual and half-yearly reports. Some of them appear to have the same opinion of these reports that ignorant people have of the census returns—that their taxes in the future will be in proportion to the number of questions answered. The teachers are not as particular about their part as the trustees, and when retiring at the end of the year frequently leave the reports unfilled.

The assessors are not sufficiently careful in obtaining the school census.

Model School.

The Model School at Goderich was attended in 1890 by 33 teachers-in-training, and 32 of these were granted certificates. The whole time of the Principal was devoted to the Model School work. I visited the school six times during the term, and was well pleased with the management, discipline, and work done. The Principal is in every respect a first-class man for the position; and any candidates who leave the school unable to discharge efficiently all the duties of a teacher have mistaken their calling. The best methods of teaching each subject, the classification and management of ungraded schools, receive special attention. The teachers-in-training are inspired with a love for their work, and impressed with the fact that success in teaching can be achieved only by continued study and hard work in the schoolroom. I am satisfied that the teachers trained at the Goderich Model School are as well equipped for their work as those from any other school in the Province. I am pleased to bear testimony to the excellence of the work done at the Clinton Model School.

Change of Teachers.

Most of our teachers who go into new schools do so at the beginning of the year. In January, 1890, there were changes in 55 schools in West Huron, and 46 changes in January, 1891; many of these were beginners; these took charge of their schools at the most difficult time of the whole year. Many old pupils who are indifferent about their work go to school in January to see the new teacher, and to have "a good time" if possible. Frequently the new teacher, who has never taught before, is not possessed of sufficient force of character to control these pupils, and for three or four months the discipline is so bad that very little work is done in the school, and the teacher becomes discouraged if not thoroughly disgusted with teaching. Had the same individual taken charge of the school in August good discipline would have been secured at once, and the teacher who was a failure when beginning in January would be a decided success in August.

The Model School examination should be held in May or June instead of December, and in a short time all inexperienced teachers would enter on their duties at midsummer; this would be a benefit to them, but a far greater gain to the pupils. I do not know any other change that would benefit our schools as much as this change in the Model School term.

Teachers' Institutes.

An excellent Institute meeting was held at Exeter on May 22nd and 23rd. Those present were greatly interested in all the discussions, which were both practical and profitable. The autumn meeting was held at Goderich on the 9th and 10th of October. This meeting was well attended by teachers and members of the Model School class. 105 of the public school teachers of this division attended one or both of these meetings. The Masters of the Goderich High School were present at the autumn meeting. I believe the usefulness of these meetings is increasing.

I have visited all my schools twice each year, except the seven in East Wawanosh, which were added to this inspectorate in June last. In 1890 I found the work done in nearly all the schools both thorough and practical. There are many excellent teachers in West Huron—teachers who recognize the fact that it is not the quantity but the quality of the instruction that benefits the pupils—who find by frequent reviews that the pupils are mastering the work as they proceed, and who insist on them taking the regular promotion examinations before passing to a higher class. In a few schools the business is gone over superficially, and pupils are passed from one class to another without becoming efficient in the work they are leaving; they never take the promotion examinations, do poorly at inspections, and are not educated in the true sense of the term; not having overcome any difficulties at school, these pupils are ill prepared for the battles of after life.

I am pleased to be able to report such substantial progress in the teaching and management of nearly all the schools of West Huron and the Town of Goderich, during the year 1890.

COUNTY OF KENT—WEST.

Extract from Report of W. M. Nichols, B.A., Esq., Inspector.

During the greater part of the past year there were 78 schools and departments open, including those in Blenheim, Wallaceburg and Tilbury Centre. As to certificates, there were 1 first class, 26 second, 47 third, and 4 temporary, three of the last named being employed in as many of the 7 French Schools, and one holding both third and second non-professional certificates, and acting as assistant in a rural section employing three teachers.

Thirty-three and one-third per cent. of the teachers in the County of Kent held certificates of the second class, being five and one-third per cent. above the percentage of the Province. I have steadily advocated the employment of teachers with an established record of successful experience. I regret that in a few cases trustees have been designedly chosen because they would *keep down salaries*. I fear I am not the only one who can make such a complaint.

School Houses, etc.

There are in all 63 school houses, including 18 of brick, and 44 frame. Nearly all the old and inferior ones have been replaced by others well built, and efficiently heated and ventilated by hot air, by means of which the requirements of the regulation on this point are fully met. Thus in 1877, Raleigh had but one brick school house, now there are six. Two of these justly challenge admiration for their beauty, excellence and completeness; these are in S. S. 3 and in U. S. S. 6. The last one, beautifully situated on the Thames River Road, with its grounds, and a commodious teacher's residence

in a separate building, has cost about \$4,500. During this period (1877 to 1890) 14 brick, and 17 frame buildings have been erected, including one four-roomed brick building in Tilbury Centre, a thriving village now, though its growth has been the work of less than ten years. In Wallaceburg, where the Public School in 1877 was wretchedly accommodated in two old frame buildings, there is now a two-story brick on the south side, and a magnificent and imposing brick building on the north side of the River Sydenham. This latter contains eight fine cheerful rooms, all so arranged that light is thrown upon the pupils' desks from the rear and from the left side. The whole building, standing in the centre of a fine plot of ground, is heated by the *Smead-Dowd* system. I am happy to add that enlargement of school sites, planting shade and ornamental trees, better seating accommodation, more maps, globes, large dictionaries, and above all, more blackboards of larger extent and of better construction (including some of *solid slate*), have all combined to furnish a most cheering and convincing evidence of improvement in public sentiment as to our schools. In 1868 I introduced uniform promotion and review examinations, and after considerable effort on my part, and delay on the part of some of the Township Councils, and finally of the County Council, partial provision was made for maintaining them. These examinations have since their introduction been held twice a year, and with very good results as to their general effect upon the schools. I believe their utility is now pretty generally admitted, and therefore provision should be made by *statute* for their *maintenance*, and regulations be framed for general guidance.

Last year I tried the experiment of holding (not exactly township, but) local meetings, one or more in each township, and instead of *two general* meetings, we had only one. The local meetings were simply an *actual visit* by several teachers to some one school on a set day. I was present at each of the ten meetings thus held in the *first* term; the regular school work was carried on by the teacher in charge; school was dismissed at the time for the afternoon recess; then followed informal discussion in the presence of all who chose to remain, trustees and others, all having been especially invited; proceedings usually ended about 5 o'clock. In many cases *unusual* interest seemed to be awakened in the section thus visited. So beneficial do these gatherings appear to be that I propose to continue them, and to endeavor to make them increasingly interesting and beneficial. In order to bring out discussion, visiting teachers were requested to avail themselves freely of the opportunity of looking closely into every detail of the working of the school.

Entrance Examinations.

have now been established in Blenheim, Wallaceburg and Tilbury Centre. The County Council has furnished a supply of neatly designed and ornamentally printed certificates on light fine cardboard. These have had an excellent effect, and are greatly prized by their recipients. I think it is safe to say that these *local* examinations and the attractive certificates have induced *many* pupils to *extend the range of study* beyond the limit with which both they and their parents would otherwise have been satisfied. If, then, *some* have thus been "caught with guile," the effort must, I think, be justified, notwithstanding some slight grumbling at the additional expense incurred.

On taking a retrospect of the schools, as to their condition in 1877 and in 1890, there is a most gratifying change in nearly every particular. The accommodation is better, the *general management* by teachers is better, and could we only *retain our best* teachers *longer* than we do, the outlook would indeed be very bright for the schools of West Kent.

COUNTY OF LAMBTON.—No. 1.

*Extract from Report of C. A. Barnes, Esq., B.A., Inspector.**School Houses and Grounds.*

In East Lambton there are five townships and five incorporated villages.

TOWNSHIPS OR INCORPORATED VILLAGES.	Brick buildings.	Frame buildings.	Stone buildings.
Euphemia	8	2	.....
Brooke	2	17	.....
Warwick	9	8	.....
Bosanquet.....	8	4	1
Plympton	10	8	.....
Watford		2	.....
Alvinston	1		.....
Thedford			1
Arkona	1		.....
Wyoming	1		.....
Total	40	41	2

It will be noticed that Brooke has a large preponderance of frame buildings, but this is doubtless owing to the changes in the boundaries of the sections, which have been going on for some time, consequent upon the opening up of the western portion of the township; in the other townships, however, even now when a new building is required some prefer frame, notwithstanding that the cost is about the same, and the brick building is the more substantial and durable of the two.

The rooms are not kept as clean as they should be. The school should be swept in the evening and the desks and furniture dusted in the morning before school hours; it should be frequently whitewashed and scrubbed, at least four times a year; but instead of such being the case, many schools are not scrubbed at all during the year, the sweeping is done at noon by the pupils, and the dusting also by the pupils rubbing the dust from seats and desks with their clothing.

In some sections Trustees deserve credit for the manner in which they discharge that part of their duty relative to the lighting of fires and cleaning the school-house. In one section an attempt was made to force the girls to sweep the floor, and the result was a cost of over \$100 for damages and law expenses.

Since some amendments have been made in the school law during the late session of the Legislature, I trust all our school authorities will familiarize themselves with the new law, and the regulations in force under its authority, and that next year I shall be able to report progress in regard to repairs and cleanliness of the school-rooms.

The school premises are generally enclosed, but the outbuildings are frequently in a deplorable condition; they are often too small, without doors, or if a door is there it cannot be properly fastened, and hence in rough, stormy, wintry weather is unfit for use.

The water supply is often very unsatisfactory. In some cases there is no well, in others the pump may be out of repair, or through defective covering or other imperfection the water is unfit for use ; and I have in a few cases intimated that unless improvement was made both in regard to the condition of the outbuildings and the water supply, I would be compelled to report the matter to the Board of Health.

Shade trees have been planted in many of the school grounds, but in a few sections the trustees have neglected to take any interest in that part of their duties.

Some school-houses need to be replaced by new ones, and in others the furniture and equipment should be improved.

Teachers.

In the 83 school-houses there are 97 teachers with the following qualifications :—

Provincial First Class.....	1
“ Second Class	34
Old County Board	1
Third Class	61

I regret that so many of our schools are under the control of teachers holding only third class certificates ; and the recent legislation continuing them as provincial certificates is, in my judgment, detrimental to the best interests of both teachers and schools. The number of teachers holding first or second class certificates does not increase, and although the certificate held by a teacher is not of itself a guarantee that he is successful, or that he does the work more efficiently than one holding a certificate of a lower grade, yet, if training and experience are of any value, and if the teacher is desirous of increasing his store of knowledge, both literary and professional, he will, with his superior scholarship and his experience and training, do more efficient work in the school-room than those who have only the culture and training necessary to secure the lowest grade of certificate.

Fifty schools changed teachers during the past year, and in the large majority of cases the certificates held by those in charge last year were equal to those held by their successors, but the salary asked was somewhat in advance of that required by the one just entering the profession and who was desirous of securing a school at any price ; and in many cases the work done was proportioned to the salary paid, regardless of the responsibilities that the position carries with it.

I regret the tendency on the part of many trustees to engage young and inexperienced persons for the sake of saving a few dollars on the salary, and thus drive the experienced and thoroughly trained teachers to other places, or into other avocations in which they will receive better remuneration for their services, and our schools suffer in consequence ; frequently these same trustees are the first to complain that the labors of the new teacher are not satisfactory, and as a consequence the school which before had probably occupied an honorable standing among the schools of the county, soon declines to the rank of those marked inferior or bad.

Receipts and Expenditure.

The total receipts for the year were \$51,402, being about \$200 in advance of last year ; the total expenditure for the year was \$44,845, being about \$200 in advance of last year.

The amount paid for teachers' salaries \$32,463, being about \$500 in advance of last year.

The average salary of male teachers \$398. The average salary in the province last year was \$421.

The average salary of females \$298. The average salary in the province last year was \$296.

The salaries of male teachers have a downward tendency compared with those paid in the county during 1889, whilst those of females have slightly advanced.

The average cost per enrolled pupil is \$7 94, while the average cost for the province for 1889 was \$8.44.

Attendance.

The average attendance for the past year was 54.6 per cent. The average attendance for the province in 1889 was 47 per cent.

In comparing the attendance in East Lambton with that in other counties we find the following :

Attendance in Waterloo, in 1889	57 per cent.
“ Haldimand	53 “
“ Lambton and Oxford	52 “

The attendance in East Lambton for 1889 was 54.57 per cent., so that in point of attendance it is next to Waterloo (the highest in the province). While this is gratifying, there is still room for improvement, when we consider that 45 per cent. of the children are absent from school, and consequently, 45 per cent. of the money spent is lost on account of non-attendance.

There were 2,976 boys and 2,671 girls enrolled during the year. There were 14 between the ages of 7 and 13 years of age who did not attend any school during the year, and 875 who did not attend 100 days as required by law. It is difficult to conceive why this is the case. Ample provision is made for all. The necessity for public school education is freely admitted. If parents understood as clearly as the teachers the loss sustained by absence not only to the children, but also to the section in loss of grants from the government, and the returns of school expenditure only half of what they should be, I fancy they would keep the children more regularly at school, except in cases of extreme necessity. The compulsory clause of the School Law has in the past been a dead letter. Trustees would not engender ill-feeling of neighbors by enforcing the Act. I trust the recent legislation will have a beneficial effect in securing greater regularity of attendance, in order that all may profit by the educational advantages provided by the State; and that boys growing to manhood and to the power of using the franchise, will be fitted as intelligent citizens to properly appreciate and exercise their rights.

Teachers' Institute.

Two meetings of the Institute were held during the year. The attendance of the teachers was good, and much interest manifested in the subjects under discussion.

The work is of a practical character, comprising the best methods of teaching the various subjects on the programme; the management, discipline and order most conducive to success; and how the interest and advancement of the schools may best be promoted. Some few were absent, but it is a pleasing fact that all good, earnest teachers, unless prevented by sickness or other circumstances over which they have no control, were present, and aided by influence and example in helping themselves and others in order that they might return better qualified for the discharge of their important duties.

Examinations.

Entrance examinations have been held at Florence, Alvinston and Watford with very satisfactory results. The Department has decided to hold only one Entrance Examination in the year, and it remains to be seen whether the result will be such as to

justify the change. Promotion examinations have been held twice in the year in all the schools of the division where any pupils were ready for advancement to a higher class, and the results have been fairly satisfactory. Some schools are always in the background, and some others, owing to continual change of teachers, fail to reach the standard of efficiency which we expect to find and which should characterize all the schools of the county. I regret that you did not see your way clear to adopt the suggestion made last year in regard to bearing part of the expense of the examinations, although recommended by the Educational Committee.

All the schools of the inspectorate were visited at least twice during the year, except in two or three cases where they were closed and no notice had been sent to me. Many additional visits were made where I thought such visits would be beneficial, and as time would permit.

Reports are sent to the trustees detailing the condition of the school and premises, the equipment required, and other points necessary to be brought to the notice of the school authorities. In some cases these matters are promptly attended to and much benefit accrues, but in others they are neglected and the school suffers in consequence.

COUNTY OF LAMBTON.—No. 2.

Extract from Report of John Brebner, Esq., Inspector.

In compliance with the School Law and Regulations, each of the schools was duly visited during each term, and additional visits paid according to the requirements of some of them. Two schools were found closed; one in each term, and one in a new section was not opened till September. In nearly all the schools fair work was being done, and in many I could wish no better. One or two teachers got schools they could do little with, and at my second visit they were simply putting in the time indifferent whether progress was made or not. The usual trouble was experienced by beginners when they opened their schools in January. In engagements begun at midsummer there would be much less friction, for the young inexperienced teacher would have only small children who would be easily governed and trained to work before the older pupils began to come in the fall.

Reading, spelling and arithmetic are generally fairly taught, though too much importance is still attached to the last, and too little to the first. Teachers sometimes forget that the objects to be aimed at are:—1st. The formation of habits of patient, persevering, thoughtful study, and prompt, cheerful obedience; and 2nd. Such a knowledge of the elementary subjects as shall enable the pupil to continue with pleasure the study of these subjects and others when he has left school.

Geography and composition are receiving more and much needed attention, but history is still badly taught, partly owing to the nature of the text book in use, and partly because the study is not made interesting to the pupils, who usually think that when they can recite the words of the book they have done all that should be expected of them.

The great defects in our system of teaching are a want of thoroughness, and the taking it for granted that a child understands all he hears, reads or has committed to memory.

Examinations.

The usual uniform promotions were held in June and December on papers provided at the expense of the Teachers' Institutes, and furnished to all the teachers. These papers were generally used; in some schools on both occasions, and in others only on one. Each teacher read and marked the answers of his own pupils, and promotions were made

by him with the approval of the inspector, as the law directs. There is still a tendency to crowd pupils through the books, and too many schools have scholars at work they cannot utilize to advantage ; but were no uniform standard at regularly recurring intervals placed in the hands of the teachers, the evil would be aggravated ten-fold.

Entrance Examinations were held at the two High Schools in July and December, and at Oil Springs in December, in accordance with your decision in June last. At Petrolea 125 wrote, of whom 68 passed ; at Sarnia 214 tried, and 101 passed ; and at Oil Springs there were 27 candidates, of whom 9 passed. Those who pass this examination constitute the 5th Class of the Public Schools, and 125 were in these classes during the year.

Buildings and Equipment.

Four new school houses were built during the year :—Two in Union Sections on the townline of Dawn and Enniskillen, both good frame buildings, well seated and furnished ; one, a very good brick building, was erected in S. S. No. 6, Sarnia township, and another excellent frame one in No. 20, Sombra.

The school-house in No. 15, Enniskillen, was moved a mile to the west to the centre of the section. Three of the new buildings are in the woods, but they put to shame the school-houses in many of the older settlements, the size, furnishing and style being all that can be asked. Too many of the older buildings are small, dingy structures, with few of the appliances necessary for the efficient carrying out of the requirements of the school law, and providing for the health and comfort of the children.

Teachers and their Qualifications.

Of the 128 teachers who were employed during the year, 39 were men and 89 women ; being one of the former and six of the latter more than in 1889. Several teachers having given up their schools, and qualified teachers refusing to take the salaries offered, I had to obtain temporary certificates for two whose professional certificates had expired, or allow the schools to be closed. All the others, except one monitor who has no certificate of any kind, were fully qualified to teach ; there being 2 who held First Class, 47 Second Class, 68 Third Class, and 8 Old County Board Certificates.

At the Model School there were 18 candidates, 16 ladies and 2 gentlemen, who all received Third Class Certificates for three years ; and other 8 who had again passed the non-professional examination, came up at the final examination for renewals and got them.

Salaries.

The average salary of male teachers in the township has fallen \$3.85. In 1889 the decrease was \$3.73, in 1888 it was \$3.75, and in the towns and villages there has been a decrease of \$24. In the former the average is now \$371 ; in the latter \$656.

The average salary paid to females in townships was \$393, being a decrease of \$2.12, but there was an increase of \$12.95 in 1889. In towns and villages there was an increase of \$3.41, the average being \$292.66. There was an increase of \$4.75 in 1889.

The highest salary paid a male teacher in townships has risen \$25, but the highest female has fallen \$12.50. The lowest male teacher's salary has fallen \$10, and the lowest female \$45. It is therefore evident that the tendency is towards lower salaries, and that with fewer teachers to choose from than in former years.

Expenditure.

The total income from all sources was \$75,677, and the expenditure for all purposes was \$61,913, a decrease of \$4,470. In 1889 there was an increase of \$6,127.

The average cost per teacher has fallen \$103 ; the cost per enrolled pupil 85 cents ; and the average cost per pupil present daily 55 cents ; the averages being respectively \$531, \$7.60 and \$14.87. As the schools become larger and the attendance more regular each of these averages will fall, but now only one-half the pupils are present every day.

Attendance.

The school population increased 77, being for the year, 9,994 ; of these 8,152 attended the Public Schools.

The attendance in Dawn increased 145 ; Enniskillen, 2 ; Sarnia Township, 4 ; Oil Springs, 78 ; Point Edward, 71 ; Petrolea, 71 ; Sarnia Town, 158 ; but Moore decreased 185, and Sombra 267.

The average attendance has increased 184 for the whole Riding ; the changes being an increase of 15 in Enniskillen ; 4 in Sarnia Township ; 30 in Oil Springs ; 7 in Point Edward ; 13 in Petrolea and 72 in the town of Sarnia ; while there was a decrease of 16 in Dawn, 7 in Moore and 34 in Sombra.

The percentage of attendance has varied as follows :—Moore has risen 1 ; Sarnia Township, 2 ; Oil Springs, 3 ; and Sarnia, 4 ; but Dawn has fallen 2 ; Sombra, 5 ; Point Edward, 1 ; Petrolea, 5 ; while Enniskillen has not changed from 1889.

The figures given show that the attendance is far from as good as it ought to be, and the following will show how irregular and intermittent that of many is. Of those enrolled, 765 were present less than 20 days ; 1,115 between 20 and 50 days ; 1,620 between 51 and 100 days ; 1,710 between 101 and 150 days ; 2,755 between 151 and 200 days ; and only 196 between 201 and 220 days or the whole year. Township schools might have been open 220 days, but only averaged 207. Town and village schools might have been open 212 days, but they averaged only 204.

The law requires that all children between 7 and 13 years of age shall attend at least 100 days during the year, but the report shows that 26 did not attend at all, and 1,466 attended less than the prescribed time ; yet no means were taken to compel their attendance. Of all ages there were 3,500 who attended less than 100 days.

Education appears to be the only thing men are willing to pay for, though they don't get it. Would they pay in full for clothing or food for their children and yet leave them to starve for want of nourishment and warmth ? yet they think nothing of starving their minds and allowing them to run at large without restraint, forming habits which, when duly developed, produce those excrescences of the social system of to-day—the tramp and the loafer.

Classification.

There were in the First Part of the First Book 2,342, and in the Second Part 1,378, making 3,720 in the lowest form. The Second Class consisted of 1,454 ; the Third of 1,503 ; the Fourth 1,359 ; and the Fifth of 125 pupils.

By our promotion examinations we have, without taking from the teacher his freedom or his individuality, secured such a classification as should make the pupil feel that he is working when he ought to be ; where he can work to the greatest advantage ; and that he is not wasting his time at what he cannot understand. In West Lambton teachers are not compelled to use the papers provided, and some of them do not, much to the detriment of their schools. Pupils who are not accustomed to examinations are the ones who fail at Entrance and higher Examinations ; they cannot put their work on paper either in the time or style required, for want of practice.

 COUNTY OF LANARK.

Extract from Report of F. L. Michell, Esq., M.A., Inspector.

While I cannot speak in terms of unmeasured praise of the condition of educational matters in this county, I can truthfully say that we are not standing still. The teachers, though in many cases young and inexperienced, are alive to the importance of the work

in which they are engaged, and honestly try to perform their duties to the best of their ability. The standing of the teachers as regards scholarship is becoming higher year by year, and the methods of discipline and instruction are becoming more scientific and reasonable. The thoughtfulness which age, experience, and culture alone can implant in the minds and hearts of the votaries of any art or profession, is all that is wanting in the majority of our teachers. The pupils are, with rare exceptions, intelligent and easily amenable to discipline. When trouble arises it is nearly always owing to interference on the part of the parents, or to injudicious home influences. If a right understanding exists between the teacher and parents, insubordination and its consequent evils will scarcely arise. Parents too often forget that the success of the schools is largely in their hands; that a hasty word or act may do much to annoy the teacher, and to destroy the influence that the school is intended to exert in the locality. "Spare the rod and spoil the child" is a maxim that applies equally to offences committed at school as at home.

The trustees of too many sections do not perform their duties satisfactorily. The law gives them power to act for the sections in the development of all that is best and highest in the children who go to school. Trustees often fail to remember that there is a moral and physical as well as an intellectual education. Cleanliness as to school house and out houses, decency as to out-houses, comfort and taste as regards school property, are very frequently overlooked. Perhaps the law is to blame to some extent, inasmuch as it requires these important services to be rendered without remuneration. The municipal councillor is allowed a per diem allowance and travelling expenses, and his duties are to legislate for the material welfare of the township or county. The school trustee, whose duties affect the community itself, is compelled to serve gratis. The result of this is inevitable. Ambitious, enterprising men avoid the trusteeship and push for the office of councillor, reeve, etc., where honor and recognition are to be found. How often do we find men elected to the important office of school trustee without any qualification but that of a determination to run the school at as little expense as possible. Until we get the best men, the most progressive in everything good, we shall be working at a disadvantage. The other most common evils are irregular attendance and bad classification, but as these matters have been commented upon at length in previous reports, I do not propose to do more than merely mention them this year, more especially as they will receive consideration in the Local Legislature at the approaching session.

Statement of Finances.

The entire receipts for the public rural schools of the county, and for the public school in the incorporated Village of Lanark for 1890, were \$47,116.22, made up as follows :

Balance from 1889.....	\$6,354 69
Municipal grant 1889.....	2,748 04
Legislative grant 1890.....	2,817 61
School taxes on property 1890.....	31,938 15
Clergy reserves, poor schools, etc.....	3,257 73
	<hr/>
	\$47,116 22

The expenditure during the year 1890 was as follows :

Teachers' salaries.....	\$31,976 11
Purchase of sites and buildings.....	1,982 41
Libraries, maps, prizes, etc.....	410 02
Fuel, lighting fires, etc.....	6,164 78
	<hr/>
Total expenditure.....	\$40,533 32

The balance on hand at the close of 1890 was \$6,582.90.

The generous action of the municipal council, coupled with the still more generous grants from the Legislative Assembly, have materially assisted the poor school sections of the county, and have enabled the ratepayers in such sections to secure a measure of that equality of opportunity which should be the aim of a national system of public instruction.

This county received during 1890 \$250 from the former source, and over \$400 from the latter.

The amount paid for teachers' salaries maintains a staff of 134 teachers at an average cost of \$238 each to the county. With such remuneration for so important services, can we wonder at the want of permanency so characteristic of the teaching profession?

The amount paid for prizes is much larger than the report shows, as the funds necessary to this purpose are often raised by concerts, picnics, etc., and do not appear in the financial statement of the section.

The per caput cost of educating each child attending school in the county was \$5.25 for 1890.

The increased exemption of personal property makes the rate of taxation appear higher than it was a few years ago, but the real expense of maintaining our schools has not increased.

Salaries and Qualifications.

There were 134 teachers employed in 1890, who held certificates as follows: 2 first class; 8 second class; 96 provincial third class, and 28 provisionally qualified. With our excellent machinery for the education and training of teachers a scarcity still exists in some parts of the country. This scarcity is owing, to a large extent, to neglect on the part of trustees. In too many cases, for reasons mentioned above, a cheap teacher is the main desideratum with many who have control of our schools; hence the opportunity to engage efficient teachers is allowed to slip until the supply is exhausted, when no option is left to the inspector but to qualify those who are available. The experienced and trained teachers are thus driven from the county by the short-sighted policy pursued by these so called guardians of the educational trust reposed in them. Another serious result of this policy is that the pupils withdraw permanently from the school during the years in which they would be most benefited—say from 12 to 17—and the entire machinery is devoted to the elements of a rudimentary education. Trustees should provide thoroughly qualified teachers, and should see that classes are opened for advanced pupils at least during the winter months. Three things are necessary to success in any line of life—intelligence, industry, skill—and these are so bound together that one cannot be eliminated without detriment. Everything depends upon intelligence at last. Industry without intelligence will avail but little, and skill can scarcely exist as an element of success, without intelligence. Now it is the duty of education to beget intelligence. It is a well-known fact that the power to think and to judge is not of early formation, and that it cannot be formed without effort. How vain then will be our labor after this great end, if the pupils are withdrawn at the very beginning of this process of development. We must have better and more lengthened attendance on the part of our larger pupils if our work is to produce the best and most permanent results.

It is a regrettable fact that few teachers of a higher grade than third class are employed in this wealthy and intelligent county. We are in the immediate neighborhood of one of the Provincial Normal Schools. We yearly send many to these institutions who seldom return, because they find better remuneration in other parts of the Province; thus both their experience and training are lost to the county.

School Population and Attendance.

The assessors' returns give 7,637 as the number of persons between 5 and 21 in the county, of whom only 5,535 attended school in 1890. Surely this condition of things is sufficient to show that many of our young persons do not make an effort to avail themselves of the advantages that the schools afford. It is hoped and expected that a better state of things will prevail before another year passes by.

The report shows that 522 pupils attended less than 20 days; 836 21 to 50 days; 1,226 51 to 100 days; 1,180 101 to 150 days; 1,480 151 to 200 days; and 324 almost the entire year. The teachers report that 1,228 pupils between the ages of 7 and 13 did not attend the 100 days as required by law.

The schools were kept open an average of 210 days during the year, Dalbousie again taking the lead with an average of 215 days. We have every reason to be satisfied in this particular.

The average attendance for the first half of the year was 2,588, and the average during the second half 2,643. The attendance was thus nearly 50 per cent. of those enrolled.

Classification of Pupils.

The returns show the school population classified as follows:—1,250 in Part I.; 938 in Part II.; 1,116 in II. Book; 1,250 in III. Book; 897 in IV. Book and 118 in V. Book. In a great many cases the pupils are promoted without regard to proficiency—too often to satisfy the unreasonable whims of unthinking parents. The effect of such action is to render school studies odious to the pupil, because he cannot possibly understand the work he is given to do. I hope that before another year passes away a better system will prevail.

Subjects of Instruction.

Howls of disapproval against the number of subjects on the school programme ever and anon break forth. Yet the advocates of every social reform, so-called, succeed in getting another text-book pitchforked into the programme, to the perplexity of unoffending inspectors, and to the confusion of the innocent youth under their care. The temperance text-book is an excellent work, but it cannot be used advantageously by any but the more advanced classes. The same remarks apply to the text-book on agriculture. Notwithstanding the increase in the number of text-books, the work of the schools is mainly comprehended within the compass of the plainest programme of an elementary education—the three R's, Grammar, Geography and Drawing. Only the large village schools at Lanark and Pakenham have the staff and equipment requisite for pursuing the fifth class work effectively.

The elementary subjects are generally fairly taught. Reading is not made use of to cultivate power of expression, distinct enunciation and taste, to nearly so large an extent as it should be. Writing and drawing as mechanical arts are much better taught than in time past. Arithmetic is fairly done, and grammar is made more practical by the use of the new text-book. The text book on geography is too extensive for the junior classes, and in many schools becomes a source of evil by rendering the study of geography distasteful. Music, the harmony of sweet sounds, is almost entirely neglected in our schools. The authorities, provincial and local, are earnestly at work to bring about a better order of things in this respect. Soon the songs of happy children shall greet the wayfarer. Our noble, soul-inspiring, patriotic lays will find a place in every home and in every memory, and we shall be relieved of the reproach of being a "songless race."

Calisthenics, or elementary physical culture, is taught in many of our schools.

School Houses, Sites, etc.

The school houses are now, with few exceptions, in good condition. An excellent brick school house was built last summer in No. 13, Montague, one that reflects credit on the section, which is not a rich one. The first necessity for a good school is a healthy, cheerful school house. The trustees of S.S. No. 5, N. Elmsley, of No. 3, Lanark, and of No. 12, Bathurst (Fallbrook) added substantial improvements during the year.

The estimated value of school houses, etc., was \$79,985; of furniture and equipment, \$10,935. There is an apparent decrease this year, owing to the incorporation of Carleton Place as a town.

Miscellaneous.

The Scripture Readings are used in 95 schools, the Bible in 26, and in all but 3 prayers are read daily. In 3 only is religious instruction imparted in accordance with Reg. 206. Prizes were given in only 38 schools during the year, but in 124 public examinations were held, many of which were apparently well attended. This is a gratifying state of things, as there is no greater incentive to interest and effort on the part of the pupils and teachers than public approbation and recognition.

There were 409 trees planted on the annual Arbor Day, the first Friday of May. The school yards are being beautified and improved by the observance of this annual cleaning up.

At the July Entrance Examination 266 pupils presented themselves, of whom 170 were successful. In December 201 wrote and 91 were admitted. The municipal council did a wise and just act in allowing an entrance examination at Lanark. This will prove a boon to the schools of many of the neighboring townships by encouraging pupils to remain at school until they have completed at least this much of the public school work. Forty-four pupils were examined at this centre during 1890.

Henceforth but one examination will be held each year, in the month of July.

The Teachers' Institute was held at Carleton Place in May, and was largely attended by teachers from the county and elsewhere. The work done at the meeting was of a very practical character and elicited praise from those who attended.

There were 35 teachers in training at the county model school in 1890, all of whom succeeded in passing the terminal examination. The work done in the model school is of the utmost importance to the county, and enables young teachers to discharge their duties with some knowledge of the axioms and principles which underlie the science and art of teaching. Instruction is also given the teachers in training in the subjects of music, drill and calisthenics, so that they are able to use these important adjuncts in the development of the physical and the æsthetic in their pupils.

In conclusion, it gives me pleasure to inform you that, in spite of some defects, our local educational system is doing good service to the county. The advance of knowledge and intelligence will doubtless raise the status of the teacher and entitle him to more respect from his constituents, while he will receive a recompense more adequate to the important task he is called upon to perform. With these important data obtained, the best material available will be drawn into our ranks to react again upon society ever in increasing proportion. Let us indulge the hope that the Golden Age is before not behind us, and let us do what we can to bring about the ideal of Scotland's immortal poet:—

“ That sense and worth o'er a' the earth
May bear the gree an' a' that,
That man to man the world o'er
Shall brithers be for a' that.”

COUNTY OF LEEDS—No. 1.

Extract from Report of Wm. Johnston, Esq., M.A., Inspector.

The following statement shows the results of the High School entrance examinations of my inspectorate since I began inspection :

December, 1887—

Gananoque	57	wrote,	33	passed.
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July, 1888—

Gananoque	57	wrote,	7	passed.
Newboro'	37	"	24	"
Westport	20	"	14	"
Total			45	"

December, 1888—

Gananoque	55	wrote,	24	passed.
Newboro'	27	"	18	"
Westport	18	"	14	"
Total			56	"

July, 1889—

Gananoque	51	wrote,	32	passed.
Newboro'	42	"	34	"
Westport	30	"	17	"
Total			83	"

December, 1889—

Gananoque	53	wrote,	16	passed.
Newboro'	29	"	11	"
Westport	22	"	10	"
Total			37	"

July, 1890—

Gananoque	51	wrote,	28	passed.
Newboro'	26	"	17	"
Westport	25	"	11	"
Total			56	"

December, 1890—

Gananoque	63	wrote,	31	passed.
Newboro'	41	"	18	"
Westport	13	"	7	"
Total			56	"

Total			366	passed.
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The following were the number of fifth class pupils in attendance at the Public Schools during the year 1890 :

Bastard and Burgess S.....	34
Leeds and Lansdowne, Front.....	17
Leeds and Lansdowne, Rear.....	19
South Crosby.....	29
North Crosby.....	15
South Elmsley.....	1
Newboro'.....	19
Total.....	134

Many of the others, perhaps nearly all, have gone to the High Schools, as is shown by the increased attendance at Athens, Brockville and Gananoque.

The average salaries were :

	Male.	Female.
Bastard and Burgess S.....	\$390 00	\$234 46
Leeds and Lansdowne, Front.....	316 67	241 94
Leeds and Lansdowne, Rear.....	313 00	208 48
South Crosby.....	294 00	191 57
North Crosby.....	350 00	195 50
South Elmsley.....	.....	214 67
Village of Newboro'.....	450 00	225 00
Town of Gananoque.....	675 00	275 00
Average salary.....	\$398 38	\$223 33

The following table gives the classification of teachers with respect to certificates :

First Class (Grade C.).....	1
Second Class.....	14
Second Non-professional.....	8
Third Class (Provincial).....	28
Third Class (District).....	32
Temporary (with Model School training).....	14

I grant temporary certificates only for sections that cannot pay a certificated teacher.

The schools as a whole may be described as being in a healthy condition ; however, much remains to be done before many of them can be regarded as performing fully the function of the Public School. There are many difficulties to be contended with, the chief of which are the poverty of the barren sections and the granting of a low grade of certificate. My experience is that the teacher who cannot take a third class certificate has not sufficient knowledge of the elements of an education to teach even third class work well, and nearly half the teachers in my inspectorate are in this deplorable scholastic condition. The only effectual remedy I have been able to apply is to confine that class of teachers to the poor sections ; by doing this time will cure the evil, for the teacher will not work long on starvation wages.

In this county great inequality exists in the ability of sections to support a school, the assessed value of the sections varying from \$15,000 to \$100,000. I have asked the County Council to attempt to apply a remedy, but nothing has yet been done. Legislation might be beneficial.

COUNTY OF LEEDS—No. 2.

Extract from Report of Robert Kinney, Esq., M.D., Inspector.

Comparative statements show at a glance the exact condition of affairs and are the most reliable means of giving definite information.

The years compared are 1887, 1888, 1889 and 1890. The latter year compares favorably with any of the preceding, particularly in the amount paid teachers for their services, which is \$1,139 more than the previous year 1889. This item may safely be taken as a fair indication of the appreciation on the part of the trustees of the satisfactory manner in which the teachers of the district are discharging their duties.

FINANCIAL STATEMENT.

Receipts.

	1887	1888	1889	1890
	\$ c.	\$ c.	\$ c.	\$ c.
Balance from 1886	4,162 44	4,629 72	4,865 41	4,866 03
Government grant	1,841 38	1,808 49	1,742 99	1,791 78
Municipal grant	1,882 15	1,805 78	1,773 57	1,732 90
Tax on property	20,154 08	20,500 06	20,981 56	21,982 12
Clergy reserves	990 59	1,091 31	3,128 01	3,508 63
Total	29,030 64	29,835 36	32,491 54	33,881 46

Expenditure.

	1887	1888	1889	1890
	\$ c.	\$ c.	\$ c.	\$ c.
Teachers' salaries	19,553 41	20,031 62	20,279 41	21,418 41
School sites	960 90	998 20	3,056 86	2,540 64
Maps, etc	145 02	30 41	142 54	203 02
Repairs, etc	3,781 97	2,963 11	4,892 90	3,868 01
Total	24,441 30	24,023 34	28,371 71	28,035 08

The balance in the hands of the trustees, December 31, 1889, was \$4,119.83; on December 31, 1890, \$5,846.38; being an increase of \$1,726.55. This amount, though increasing, is yet too small to meet the requirements of the law respecting quarterly payments of teachers.

Classification of Teachers.

First class 2, second class 9, third class 73, temporary certificates 4, total 88.

School Population and Attendance.

In 1887 the school population of the district was 3,840, of this number 3,516 were enrolled and in attendance at school. In 1888 it was 3,874, of whom 3,490 were in attendance at school. In 1889 the school population as returned to me was 3,793, of whom 3,561 were attending school. In 1890 it was 3,696, of whom 3,402 were enrolled and attending school.

These returns show a gradual falling off in the school population.

Attending School.

	1887	1888	1889	1890
Less than 20 days	405	371	373	368
Between 20 and 50 days.....	571	596	615	604
“ 51 “ 100 “	830	872	844	723
“ 101 “ 150 “	791	839	823	791
“ 151 “ 200 “	816	724	822	672
Over 200 days	103	88	84	154

Attended less than 100 days as required by law : In 1887, 1,806 ; in 1888, 1,839 ; in 1889, 1,832 ; and in 1890, 1,695 attended less than the required time. The year 1890 shows a marked improvement over either of the other years mentioned, in the matter of attendance.

Irregular attendance is a very great drawback to the successful working of our Public School system. It is a difficult problem to deal with. It has engaged the attention of the Department of Education, and at the last session of the Local Legislature a measure was passed entitled “An Act respecting Truancy and Compulsory School Attendance.” Section 2 of this Act provides that all children between eight and fourteen years of age shall attend school for the full term during which the school of the section or municipality in which they reside is open each year. If parents or guardians after having received due notice fail to send such children regularly to school for the full term they shall be subject to the provisions and penalties of section 10 of this Act.

Section 7 provides for the appointment of a truant officer having full power to enforce the law, and as the school law compels trustees to keep the Public School open during the whole school year it seems not unreasonable that pupils of the above age should be compelled to attend.

Classification of Pupils.

	1887	1888	1889	1890
First Class, Part I	680	595	601	590
“ “ II	430	487	442	433
Second Class.....	691	626	634	655
Third Class	905	933	955	793
Fourth Class.....	859	843	909	900
Fifth Class	9	6	20	31

Athens County Model School.

This school still continues to do good work under Principal Sharman and an efficient staff of well-qualified teachers. During the season of 1890 there were 26 teachers in training in attendance, all of whom, except two, obtained certificates at the end of the term. One failed in music and the other in music and school law.

COUNTY OF LEEDS—No. 3.

Extract from Report of Rev. George Blair, M.A., Inspector.

In my last report I called attention to the fact that the principal drawback to progress in our rural schools is the great irregularity of the attendance, arising no doubt in many cases from the unavoidable necessity of occasionally employing the children in home or farm work, but much more frequently, it is to be feared, from the ill-advised indulgence of parents in allowing their children to remain at home without sufficient excuse, often without any excuse whatever. The extent to which this practice is carried—in our rural sections especially—is scarcely credible, and actually robs our boasted educational system of more than half its value. It has long been evident indeed, to every unprejudiced observer, that some effectual remedy for this unfortunate state of things was urgently needed.

It is, therefore, matter for congratulation that in the last session of the Ontario Legislature a Truancy Act has been passed which seems to be sufficiently stringent to accomplish the object in view. By this Act all children between eight and fourteen years of age are required to attend school for the full term during which the school is open, unless excused for certain strong reasons which are distinctly specified; and in no case, except on account of ill-health, can any child be allowed to be absent from school for a longer period during the term than six weeks in the aggregate, for which a certificate of actual necessity must be shown.

An important provision of the Act is the appointment of truant officers, whose duty it will be under the penalty of a fine, to see that its requirements are carried out.

This Act will come into operation on the first day of next month, and as it carries within itself the means of its own enforcement, I think there is every probability that it will produce a marked and sudden increase in the average attendance at all the public schools throughout the Province during the next half year.

To supply the data necessary for future comparison with reference to this important matter, I subjoin a statement of the numbers entered on the registers, and the corresponding average attendance at the schools in all the municipalities, which constitute my inspectorial district at present, compiled from my returns to the department for the past year (1890):

	No. of schools.	No. of Pupils entered on the registers.	Average attendance for first half year.	Average attendance for second half year.
Augusta Township	24	1,220	525	511
Edwardsburgh Township.....	19	989	463	445
South Gower Township	5	229	89	93
Oxford Township.....	17	872	368	336
Kemptville Village	1	290	175	179
Merrickville Village	1	284	159	169
Cardinal Village.....	1	256	140	142
Totals.....	68	4,140	1,919	1,875

From these figures it will be seen that in the rural sections, the average attendance does not amount to one-half of the number of names entered on the registers. In the little township of South Gower, it does not much exceed one-third. In the villages the attendance is more regular, and the average is consequently higher.

In the township of Augusta, Prescott, being separated from the county, is of course not included in the preceding tabular statement.

As this is my last official report, I think it unnecessary to advert to other less important changes in the school law, or to occupy time by discussing matters of detail which will belong more properly to my successor.

In making the announcement of my intended retirement from a position which I have now held for 20 years, after filling a similar position for three years in the County of Durham, I may be excused for stating that it is not my intention in taking this step to retire from educational work, but rather to continue to prosecute that work as a lecturer on religious and educational subjects over a much wider field, and in a way that will bring me into contact, not with the pupils of our public schools only, but with other educational and religious institutions of a higher character, with people of more advanced years, and with all classes of the community.

COUNTY OF MIDDLESEX.—EAST.

Extract from Report of J. Dearness, Esq., Inspector.

Financial Statement.

There is again a decrease to report in the total expenditure.

Total amount expended in 1889.....	\$55,858 36
“ “ 1890.....	54,634 94

Decrease.....	\$1,223 42
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The balance carried over to the next year shows an increase and a corresponding desire, although far from a hearty and general one, to give effect to the clause of the school law making it obligatory on trustees to pay the teachers at least quarterly.

Balance carried over to 1890.....	\$11,526 28
“ “ 1891.....	13,363 96

· Increase	\$1,837 68
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	Total expenditure for all school pur- poses.	Total for teachers' salaries.	Total reported on in- terest, buildings, apart from minor repairs.	Average expendi- ture on teachers' salaries per unit of average attendance in first half year.	Average per school paid for fuel, sweeping and in- cidentals.	Average balance per school carried over to new year.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Biddulph.....	4,245 76	3,473 99	130 24	9 54	67 52	66 63
Delaware	2,972 20	2,534 09	59 24	10 36	61 14	95 63
Dorchester, N.....	6,482 27	5,078 09	131 75	9 46	96 26	186 03
London	16,135 73	10,408 99	3,388 93	12 28	79 72	153 82
McGillivray	5,810 91	5,025 63	1 20	11 26	52 22	49 47
Nissouri, W.....	5,864 19	4,875 15	175 36	10 55	65 33	59 20
Westminster	9,557 43	6,536 23	1,098 94	11 20	104 67	175 13

For many years past a reason of well-founded complaint has been the great disparity in the size and assessment of different sections in the same township. This disparity will be partly removed under the operation of the clause of the new law requiring the councils to pay each public school section \$100 from the common fund.

Teachers.

This year I have not even one teacher without at least a full Third Class Certificate. The majority are Normal trained, four holding Provincial First Class Certificates

The majority of female teachers has increased from 0 to 21 in the last six years. This year, omitting assistants, the female teachers have 7 of a majority. Of the several townships Nissouri W. alone employs a majority of male teachers.

	Average salary paid male teachers.	Average salary paid female teachers.	Highest salary paid.
	\$ c.	\$ c.	\$ c.
Biddulph.....	412 00	304 00	425 00
Delaware.	438 00	263 00	500 00
Dorchester, N.....	443 00	303 00	500 00
London	376 00	309 00	480 00
McGillivray.....	397 00	331 00	500 00
Nissouri, W.....	380 00	285 00	475 00
Westminster	394 00	339 00	500 00

Last year the average paid to the teachers of both sexes was \$351.29; this year it is \$348.38, showing a decrease of \$2.91.

	in 1889.	in 1890.	Decrease.
Average salary paid male teachers	\$446	\$402	\$44
“ “ female teachers.....	315	309	6

I have checked over the number of changes of teachers made at Christmas for the past six years. Omitting assistants, I find the percentage varied from 39 to 54 per cent. A change is sometimes beneficial to both teacher and school, but the extent to which changing of teachers is practised in this province is a grave defect in the operation of our school system. Many a time trustees permit a satisfactory teacher to leave the school for the sake of \$25, and even when an equally efficient teacher is secured the school loses much more than the difference before the teacher and pupils become so well acquainted with each other as make the average progress of the preceding year possible. One seldom can find a school that annually or oftener changes its teacher take a fair average standing.

At Christmas, 1890, exclusive of assistants,

	retained	5 and changed	4
Biddulph	“ 4	“	2
Delaware	“ 10	“	3
Dorchester, N.....	“ 16	“	12
London	“ 5	“	9
McGillivray	“ 8	“	4
Nissouri, W.....	“ 6	“	12
Westminster	“	“	“
Total	“ 54	“	46

School Population.

The school population continues to show a gradual decrease. Ten years ago the registers returned the names of 9,228 pupils, last year the total number entered was 7,397, a difference of 1,831. In 1889 it was 7,539, decrease in the year of 142. Among the causes operating to reduce the school population are the increase in the size of the average farm; reduction in the number of married farm laborers; decrease in the average number of children per family; and that children are now leaving school at an earlier age than they did formerly.

	Number of persons from 5 to 21 years as enumerated by the assessors exclusive of R. C. S. S. supporters.	Number entered on the register of the schools.	Average attendance in first half year.		Percentage of aggregate.	
			1890.	1889.	1890.	1889.
Biddulph	832	626	370	369	59	56
Delaware... ..	258	439	245	231	56	51
Dorchester, N.	1052	929	537	507	58	56
London	2368	1903	847	845	45	45
McGillivray	986	777	446	.....	57	.....
Nissouri, W.	1071	803	462	427	58	50
Westminster	1271	1111	585	676	53	52

The percentage of average attendance for the whole division was 52.4; that for the province is 47.

School Accommodation.

During the year new school houses were erected in S. S. No. 1, Westminster, No. 22 and No. 23, London. The trustees of the Hubrey school, 5th con., Westminster, excavated under the north-east corner of the school house and had a furnace put in, which has given excellent satisfaction in heating and ventilating the school room. Messrs. Doyle, Burrows and Tunks, the trustees of S. S. No. 17, Westminster, have spared no pains to make the school they are erecting this year a model rural school. They visited a number of the best school buildings they heard of, and qualified themselves to instruct the architect in the general features of a substantial, convenient, well-ventilated and well-furnished one-roomed rural school. It will be heated by a stove and ventilated by the system I described in my report last year.

The School Act of 1891.

Some of the changes made by the recent revision of the school law are of special interest.

A limit of twenty days after receipt by complainants, of notice of the ground of complaint, has been fixed in the matter of appeals to the County Council.

Provision is made for the settlement of school claims such as have arisen in the case of the amalgamation of parts of two rural school sections in the Township of Westminster with the City of London.

The duty of the Township Councils to raise by uniform rate \$100 for each school has been already referred to. This clause does not apply to separate schools.

It is made clear that trustees may require Municipal Councils to raise money for building school houses or acquiring grounds without the consent of the ratepayers, when such money is repayable in the same year in which it is expended. The consent of the ratepayers in rural sections is necessary only when debentures are to be issued.

The qualifications of members of County Boards of Examiners have been altered. Future appointees must be actually engaged in teaching. This does not apply to persons at present members of the County Boards.

Provision is made for the discontinuance of a County Model School.

School children belonging to county houses of refuge are declared non-residents, and County Councils are held liable to a rate bill not exceeding the average cost of instruction of the pupils of the school they attend.

Provision is made for the discontinuance of any High School by the County Council, subject to the approval of the Lieutenant-Governor.

It would seem that the duty of adopting a scale of fees to be paid by county pupils attending any of the High Schools in the county is imposed upon County Councils.

Important changes are made in the method of establishing places of holding the High School entrance examination.

The Truancy Act imposes considerable additional labors on the assessors. Hitherto they have been required only to enter the number of children between specified ages; in future they will record the name, age and residence of every child between the ages of 8 and 14 years.

The Councils in towns and villages *must* appoint truant officers; in townships the trustees of each school *may* appoint such officer.

COUNTY OF MIDDLESEX—WEST.

Extract from Report of H. D. Johnson, Esq., Inspector.

The Inspectorate now includes eight townships, two towns, and four incorporated villages. There were 86 schools in 1890 employing 109 teachers and furnishing the means of education for 6,249 children. These schools were managed and controlled principally by about 277 trustees, whose duties are to engage the teachers, to see that the necessary supplies are furnished, the buildings kept in proper repair, and the schools conducted in accordance with the School Law and Departmental Regulations.

Expenditure.

The total expenditure during the year was \$56,297; for 1889 it was \$56,523; a decrease of \$226. Parkhill paid \$2,761; Strathroy \$5,945; the balance was paid by the incorporated villages and rural sections in the townships amounting to \$47,589. The government grants supplied of this sum \$3,504; the municipal grants \$3,511; • Clergy Reserves Fund and non-resident fees, etc., etc., \$5,012; the balance came from taxation of the municipalities. This sum was expended as follows:

For teachers' salaries \$41,237; for the purchase of school sites and building school-houses, interest, etc., \$4,941; for libraries, maps, apparatus, and prize books \$155; for rent and repairs, fuel, lighting fires and other incidental expenses \$9,967. About three-fourths of the Boards of Trustees pay for the sweeping and lighting fires; in the remaining schools this work is done by the teachers and pupils without any remuneration. In many rural sections it is extremely difficult for the trustees to find a suitable person who will engage to do the sweeping, dusting, etc.; this is perhaps the chief

reason why provision is not made by them for doing this work in nearly all the schools. Of the many important duties that trustees have entrusted to them, the chief one, and I may add the all important one, is engaging teachers. It would be well for trustees to bear this in mind when they are making their selection, and place the best man or woman available in charge of the school. If this were always done, I have no fear but that everything connected with the school would be well attended to. I have almost invariably observed that where things are right in the school-room, they are right in the school-yard.

In order to give a condensed and comparative view of the financial efforts made by each municipality to furnish the means of education for its youth, I submit the following tabulated statement :

	Expenditure for School purposes	Expenditure for Teachers' Salaries.	No. of Teach- ers engaged.	Average per Teacher.
	\$ c.	\$ c.		\$ c.
Adelaide	7096 94	4089 52	12	591 41
Caradoc	9301 81	6277 28	17	547 17
Ekfrid	4769 49	4119 30	11	433 59
Lobo	5445 78	4264 57	11	495 07
Metcalf	3629 96	3167 18	9	403 33
Mosa	4410 33	2514 73	7	630 04
Williams, East	4418 45	3391 72	7	631 20
Williams, West	3164 64	2573 72	7	452 09
Parkhill	2761 74	2024 67	6	460 28
Strathroy	5945 53	4964 18	11	540 50
Ailsa Craig	1216 33	1000 00	3	405 44
Glencoe	2550 60	1381 88	4	637 65
Newbury	843 51	728 40	2	421 76
Wardsville	742 10	740 00	2	371 05

The average cost per teacher was \$516.49. Adelaide, Caradoc, Mosa, East Williams, Strathroy and Glencoe are above this average. In Adelaide, School Section No. 10 built a very handsome brick school house on a new site; also School Section No. 6 purchased a new site and moved the old school house on to it, and put it into a very efficient state of repair. In Mosa the people of School Section No. 3 treated the pupils to a very beautiful and substantial brick building, elegantly furnished. In 1889, the payment of the taxes, owing to the stringency of the times, was somewhat delayed, so that trustees were not in a position to settle with the teachers at the close of the year; in 1890 the taxes were paid earlier, and this enabled trustees to settle their accounts at the end of the year. This makes the averages in some cases higher than they really would be if only the expenditure of 1890 were included in them. This remark applies particularly to East Williams and Caradoc. The other averages need no special explanation as they represent the ordinary current school expenses for salaries, fuel, repairs, etc. The average cost of educating each pupil in the Public Schools of West Middlesex for the year 1890 was \$9.01; for 1889, \$8.35; for 1888, \$8.06. This shows that the cost per

pupil is gradually increasing. The chief cause of this is that the school population is slowly decreasing, and that the number enrolled is also decreasing. Formerly it was a common thing to find a large number attending school over 18 years of age, now it is very rare to find a pupil over 16 in attendance. Also the large number of young pupils that are attending the High Schools and Collegiate Institutes has had a very marked effect on the attendance at the Public Schools. All these causes tend to lessen the number registered, and of course increase the cost of educating per caput, as long as the expenses of the school remain about the same.

The balance remaining in the hands of the trustees at the close of 1890 in the rural sections was \$7,537, or an average of about \$97 per school. In Adelaide it was \$508; in Caradoc \$1,900; in Ekfrid \$1,001; in Lobo \$1,361; in Metcalfe \$519; in Mosa \$435; in East Williams \$1,205; in West Williams \$602.

Qualifications and Salaries of Teachers.

The number of teachers employed in 1890 in West Middlesex, including the towns of Parkhill and Strathroy, was 109; 56 males and 53 females; of these, 3 held first class Provincial certificates; 51 second class certificates; 51 third class certificates; 3 temporary certificates for a short time before the close of the year; and 1 a Kindergarten certificate. Of the third class teachers several held Junior Leaving certificates, which represent higher literary attainments than those possessed by the holder of a purely third class certificate. I regret that many third class teachers, who hold Junior Leaving certificates, represent themselves, when hiring to trustees, as second class teachers. This practice is too common. I notice that the Department has very wisely changed the name of the second class non-professional certificate to Junior Leaving. It would be well for trustees when engaging teachers to remember that no person who is only a graduate of the County Model School, whatever his literary qualifications are, can be anything more than a third class teacher. It is the professional certificate that gives the teacher his standing in the profession, and not the literary one. I do not wish by this to be understood as undervaluing literary attainments, on the contrary I value them very highly. In my humble opinion, of two persons holding third class certificates, the one having only a Primary and the other a Junior Leaving certificate, the latter, all other things being equal, will be the better teacher. A teacher cannot be too well educated.

Here follows a comparative view of the average salaries paid in the different townships and villages for the years 1889 and 1890; the villages are included in the townships in which the school houses are situated:—

	MALE TEACHERS.		FEMALE TEACHERS.		HIGHEST SALARY PAID.	
	1889.	1890.	1889.	1890.	1889.	1890.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Adelaide	379 67	394 28	250 00	280 00	458 00	450 00
Caradoc	398 67	398 00	314 00	311 67	450 00	440 00
Ekfrid	402 67	419 44	317 56	287 50	500 00	500 00
Lobo	434 00	429 00	327 00	308 67	520 00	500 00
Metcalfe	418 33	373 63	295 00	295 00	500 00	475 00
Mosa	403 67	386 50	288 12	278 34	500 00	490 00
Williams, East	375 00	389 00	421 40	369 00	470 00	450 00
Williams, West	425 00	416 67	281 67	330 00	500 00	475 00

The average male teacher's salary was \$400; and the average female teacher's salary \$307. The averages for 1889 were respectively, \$405 and \$310. The male teacher's salary shows a decrease of \$5.67; the female teacher's shows a decrease of \$3.40. This shows that teachers' salaries are tending downwards. The stringency of the times and the large number of young, inexperienced teachers that are constantly offering their services to trustees, are the probable causes. The highest salary paid to a male teacher in the towns was \$850, in the villages \$490, and in the rural sections \$500; to a female teacher in the towns \$450, in the villages \$300, and in the rural sections \$470.

The supply of teachers at present in the inspectorate is about equal to the demand; towards the close of last year it was less, so that I was obliged to ask the Minister of Education to grant three temporary certificates. The trustees in each case showed reasonable diligence in endeavoring to secure a legally qualified teacher. The unusual amount of sickness among the teachers caused by the *la grippe* and its consequences was the principal cause of the scarcity.

School Population and Attendance.

The report that I made to the Education Department for 1890 shows that the number between 5 and 21 years of age in the Inspectorate was 8,436; 5,194 of these were enrolled in the rural and village schools; 2,774 boys and 2,420 girls. In the towns 1,055 were enrolled; 526 boys and 529 girls.

The attendance and school population in the different municipalities were as follows, the percentages being given in round numbers:

	No. between 5 and 21 years as enumerated by the Assessor.	No. Registered.	Average attendance.	Percentage.
Adelaide	947	649	360	56
Caradoc	1205	967	488	51
Ekfrid	1164	849	465	55
Lobo.....	821	679	378	56
Metcalfe	478	424	224	53
Mosa	936	696	356	51
Williams, East	824	574	330	58
Williams, West.....	546	356	185	52
Parkhill	445	327	205	68
Strathroy	1070	728	496	68

East Williams is first among the rural municipalities with a percentage of 58. Adelaide and Lobo are next, each having 56. The lowest percentages were made by Caradoc and Mosa. Of the towns, Strathroy stands first with a percentage of 68. The average percentage of attendance in the townships including the incorporated villages was 53.7; in 1889, 52.2; in 1888, 51.9. From the above table it is manifest that the number of pupils enrolled in the different schools is gradually decreasing, while the percentage of attendance is increasing. It is gratifying to see that the attendance is becoming more regular.

The attendance may be presented in another way as follows:—430 attended less than 20 days; 704 between 20 and 50 days inclusive; 1,136 between 51 and 100 days

inclusive; 1,362 between 101 and 150 days inclusive; 2,290 between 151 and 200 days inclusive; and 327 over 200 days. 31 between the ages of 7 and 13 are reported as not having attended at all; and 860 between the ages of 7 and 13 are also reported as having attended less than 100 days as required by the School Law. As this number includes, in many cases, the removals, it is probably much too large, but after all possible allowances are made for this, it still points unmistakably to the necessity of having the compulsory clause of the School Law made workable. The recent legislation on this point is sufficiently stringent, and should, if faithfully carried out, at least mitigate, if not entirely remedy the evil.

Classification of Pupils.

The report made to the Department shows that there were 1,410 in Part I., First Reader; 1,367 in Part II., First Reader; 1,026 in the Second Reader; 1,188 in the Third Reader; 1,093 in the Fourth Reader; and 165 in the Fifth Reader. There were in Arithmetic 6,169; in Writing 6,153; in Drawing 6,249; in Geography 3,457; in Music 2,779; in Grammar and Composition 2,982; in English History 1,287; in Canadian History 2,334; in Temperance and Hygiene 2,296; in Drill and Calisthenics 3,467; in Book-keeping 129; in Algebra 152; in Geometry 111; in Botany 62; in Physics 46; in Agriculture 107.

The number studying Agriculture is rather small, but now that a text-book on the subject has been published, there can be no excuse for not introducing it into all the country schools at least; especially, when we consider that the subject is attracting so much attention all over the civilized world, and also that by far the greater part of our population is engaged in agricultural pursuits. Those teachers that have introduced the subject into their schools speak very favorably of the interest taken by the pupils in the lessons, and the success that has attended their labors. One teacher informed me that after he began teaching Agriculture in his school, the people of the section became so much taken up with the subject, that several of them purchased the text-book and studied it carefully for themselves. The general introduction of the study of Agriculture into our Public Schools cannot prove otherwise than beneficial to the welfare of the country. Let me here give you the concluding paragraph of the able and scholarly paper on this subject read by Mr. J. E. Bryant, M.A., before the Ontario Teachers' Association in August, 1890, at Niagara-on-the-Lake:

"If Canadian Agriculture is, as we believe it is, the foundation structure of all our industries, and the principal support of our material well-being, then in order to maintain its position in the world in the face of the world's competition, it has to become more scientific; and if it is to be made more scientific, the place to begin the work is in our Public Schools."

In the majority of schools a very decided improvement has taken place in oral reading during the year, though I regret to say that it is still neglected in a few schools—lack of time being the excuse generally given by the teachers. During my visits to the schools I have observed that where reading is properly taught, that is, where the *thought* is taught first, and then the *expression*, the pupils are more intelligent, have a better command of language, and, I may add, appear to evince a greater interest in their studies than where it is neglected.

There is an impression among a few trustees and others, that after a pupil has passed the "Entrance" Examination he has no longer any right to expect to be taught at the Public School. I have had on several occasions to inform teachers and trustees, that, except where there is a High School, pupils have the right to study Fifth Form work in the Public Schools. There is no need of all the subjects, as given in the programme on the cover of the register, being taken up at once, but the more important ones should be; also a separate class need not be formed for the pupils in reading, writing, spelling, history and geography, as these can be taught with the fourth class. There are many pupils who reside far from a High School, and whose parents are not in a position to support them while attending there, and yet would like to pursue their studies further if they could do so at the Public School; these by all means should have the opportunity of further improving their education after passing the High School "Entrance."

School Houses and Sites.

There were 86 school houses in the division— 46 brick and 40 frame, all freehold except two. The estimated value of the school buildings and sites is \$126,275 ; of the furniture and equipments \$15,495.

New school houses were built during the year in School Section No. 3, Mosa, and in No. 10 Adelaide ; also the trustees of No. 6, Adelaide, purchased a new site and moved the old school house on to it and repaired it thoroughly. In Parkhill both the buildings were thoroughly renovated, especially the Central School. A good plan for trustees would be to make a thorough inspection of the school house and premises during the month of June, and have all the necessary repairs made during the holidays. A building kept in thorough repair will last much longer than one that is only repaired when it is nearly past occupying. There are very few woodsheds in connection with the schools, although there could be no better investment made by the trustees, as the saving of fuel in a very few years would be more than equivalent to the expense of providing a suitable building, not to mention the comfort and pleasure there is in burning nice dry wood, instead of wet wood, as in the case where the wood pile is exposed to the weather. The state of the closets has improved somewhat since my last report, though there is still ample room for improvement in this respect in too many instances. In a few yards, when the closet pit is filled with excreta, a fresh pit is dug, the closet is moved over it, and the original pit covered with earth ; this practice is very objectionable, the proper course to pursue being to clean the pits regularly, at least, once a year, and keep them properly disinfected. Wood ashes or slacked lime would answer the purpose well, and both are used in several places with very satisfactory results. The majority of the yards are kept tidy and neat, both teacher and pupils taking a commendable pride in keeping the school room and surroundings in a proper condition.

Miscellaneous.

The authorized Scripture Readings were used in 52 schools, the Bible in 39 ; 95 schools or departments were opened or closed with prayer, and religious instruction was given by a clergyman in 4, according to regulation 206.

The number of visits made by your inspector was 236 ; by trustees 176 ; by clergymen 66 ; by others 781 ; total number of visits in 1890, 1,259. By a reference to the report of 1889 I find that the number of visits in 1890 has materially increased ; this is a pleasing feature as it appears to indicate an increased interest in our schools by the public.

Public examinations were held in only 18 schools. In order that teachers may know the School Law on this matter I quote it.

“ It shall be the duty of each teacher to hold during each term a public examination of his school, of which he shall give due notice to the trustees of the school, to any school visitors who may reside in the school section, and through the pupils to their parents or guardians.”

It is to be hoped that teachers will not neglect their duty in this respect any longer.

The usual Promotion Examinations were held in July and December, and here permit me on behalf of the teachers to thank you for the generous provision made for defraying the expenses of carrying on these examinations. The papers are set with a view of (1) discovering whether the pupils have gone carefully over the work prescribed, and (2) of ascertaining if they are prepared to be promoted to the next higher class. I have endeavored since my appointment to eliminate the competitive element as much as possible from these examinations, as I have always regarded this as the only defect in the system.

High School Entrance Examinations were held in July and December, at Parkhill, Strathroy, Glencoe and Wardsville. The following statement will give you a very fair

idea of the work done by the schools of West Middlesex in preparing pupils for these examinations, as only a few from this Inspectorate wrote at outside examination centres.

	JULY EXAMINATION.		DECEMBER EXAMINATION.	
	No. who wrote.	No. who passed.	No. who wrote.	No. who passed.
Parkhill	68	33	56	36
Strathroy	112	42	96	58
Glencoe	42	22	32	14
Wardsville	26	13	16	11

Total number who wrote at the four centres, 448 ; total number who were successful, 229. There is now to be only one Entrance Examination each year. So far as the High Schools and Collegiate Institutes are concerned, there can be no doubt but that the change will be beneficial, as it will simplify the classification, and I have every reason to conclude that it will have a similar effect in the case of the Public Schools, as there was a growing feeling among the teachers that the fall term was too short to prepare candidates thoroughly for the examination. Where pupils fail they may feel it a hardship to be compelled to wait for another year before being allowed to write, but this will be rather an advantage than a disadvantage to them, as they will, if they apply themselves faithfully to their studies, be so much better prepared that they will have to spend less time at the High School than they would if they only obtained a bare pass when entering; nothing counts in High School work like a thorough Public School training.

The Strathroy Model School still continues to do highly satisfactory work. 29 students attended during the term of 1890 ; of these, 24 were successful in securing third class professional certificates. As in the past the Board provided an extra teacher, so that the principal was allowed to devote his whole time to the professional training of the students and the supervision of their work while teaching. The students received instruction in music and drill as formerly, and at the close of the session were subjected to a practical examination in these subjects. In drill, special prominence was given to class movements. A fee of \$5 was charged each student.

Arbor Day was observed by nearly all the schools, and from my own observations I am fully persuaded resulted in a great deal of good. This day is now looked upon by both pupils and teachers in the rural sections, much as "housecleaning time" is looked upon by housekeepers. Accordingly on this day the walls are swept down, the wood work cleaned, the floor scrubbed, the yard tidied up by having the ashes, litter, sticks, chips, etc., removed, wood piled, trees planted, flower-beds made, and the appearance of the school house and surroundings materially improved. In 1890 there were 318 trees planted.

The Teachers' Institute met on the 12th and 13th of February, 1891. The papers read and the discussions that followed each, were of a very practical character. The greater part of the work of the association was done by the members, and we believe this to be the better way, as it tends to bring out and develop any latent talent that may exist among the teachers. On the evening of the first day the Rev. Wm. Jordan, B.A., of St. Andrew's Church, Strathroy, favored the Association with a very able and instructive address on his "Travels in Russia," which was highly appreciated by the teachers. Nearly all the teachers in the Inspectorate attended during the two days.

COUNTY OF NORTHUMBERLAND.

Extract from Report of Edward Scarlett, Esq., Inspector.

An effective remedy for irregularity of attendance still remains a question of momentous importance.

In our larger and wealthier sections where experienced enthusiastic teachers are employed, the evil can scarcely be said to exist.

Irregularity of attendance is and ever will be most marked in a section where any sacrifice is made to curtail even reasonable expenditure and where the educational finances are locally controlled by some illiterate illiberal cheap John.

It is to be regretted that more encouragement is not given in the way of remuneration to first-class teachers. Habits of thought formed by independent self-educating methods tell wonderfully upon the child-mind. Such methods lead to self reliance and originality. Such methods are the methods of no mere novice.

In speaking of First-class teachers in this sense, be it understood I include all those teachers of experience, First and Second class, who have gained a reputation and made a mark as school-room men. I say again it is to be regretted that more encouragement is not given these to remain in the profession.

Many of our young teachers are of the right mould, and are doing good work ; but a child is a child, and thinks as a child, and it would be unreasonable to expect from a child a man's work.

Our *County M del School* is doing excellent work under the able management of Principal Barber, a gentleman of years' experience, and thoroughly familiar with the best of modern methods. As Head Master of the schools of our town, it is a just compliment to him to hear it said on every hand that few towns are as educationally progressive as Cobourg.

Our *Collegiate Institute* and High Schools are doing good work, and their influence on the surrounding public schools is decidedly beneficial.

Our *Teachers' Institute* is flourishing, and has increased in strength and influence in proportion to its years—organized in 1849.

COUNTY OF ONTARIO.

Extract from Report of James McBrien, Esq., Inspector.

The hard times have had a very depressing effect upon the status of some of the schools under my charge.

The notorious cheap teacher appears to be eagerly sought after by some trustees ; but if they would only consider what they receive in return, that is to say the quantity and quality of the education imparted, I am convinced they would find to their sorrow that they employ the dearest instead of the cheapest teacher.

Hence the efficiency of the school should be secured, although the average ratepayer has to pay one or two dollars more per annum to gain an end so immeasurably important.

The education of the child is of too great consequence to put him under the guidance of inexperience through the labyrinth of life.

The child created in the image of God should never be allowed to be marred and dwarfed by empiricism that throttles him in his intellectual birth.

The hard times have also diminished the attendance of pupils and render it very irregular. This disorganizes the school and hangs a millstone about the neck of the progress of those that attend regularly.

Hence in defence of those that desire earnestly to give their children a well-rounded education instead of a few shreds and patches, the compulsory clause of the law should be enforced to the letter.

There is a class of people whose progenitors have been dead to the education of their children, that will remain embedded in the mud and mire of ignorance until they are dragged out by the potent, beneficent hand of law.

If this purpose be not accomplished, then the end of our famous free school system is not realized ; consequently the law that says to the wealthy ratepayer you must help to educate that poor man's child, should compel the poor man to take the provision so generously provided.

I conceive that these little ones among our people are stretching out their hands to all intelligent lovers of education to lift them out of their hereditary groove to the end that they may be made honest, industrious and progressive.

It is not the will of God that one of these little ones should perish ; and therefore it should not be the will of the Canadian public.

Temperance in the Schools.

About sixteen hundred scholars are now being instructed in the principles of scientific temperance. To most of the teachers this is a new subject, and requires time to become thoroughly conversant with it. The teachers as a rule are studying up the subject well ; already many of the scholars have a fair understanding of the effects of alcohol upon the fine tissues of the stomach and the vital organs ; and being true to the principles engrained in their self-consciousness, they must become temperate from principle in the widest acceptation of the term. Therefore when King Alcohol is dead, the universal verdict will be that education killed him.

Female Teachers.

The number of female teachers employed for the current year is about seventy-six.

They are fast superseding the male teachers for weal or for woe.

Which is it ? Let us endeavor to answer this question honestly.

Woman is essentially more a religious being than man, and is therefore possessed of more love, goodness and kindness. She approximates very closely to the divine ; and is better qualified to take young children by the hand, to lead them in the paths of virtue, and to develop the moral and spiritual side of their natures into a very high degree of excellence.

Man, on the other hand, is more studious, and he has more continuity of purpose. Moreover, the balance between his judgment and affections is nearer to equilibrium. Hence he excels woman in holding the reins of government with a firmer and steadier hand, and keeps his pupils on a line of action until his purpose is perfectly photographed on their minds.

COUNTY OF PEEL.

Extract from Report of A. Embury, Esq., Inspector.

The schools were all inspected twice during the year. By the adoption of a uniform and detailed course of study, as well as a uniform Promotion Examination based thereon, a more thorough classification of pupils has been effected, giving greater consistency to the teacher's efforts, and more clearly defining his immediate work and its direction.

The accommodation has been improved in many schools, notably in S. Sections Nos. 1, 8, 13, Albion ; 5, Oaledon ; 9, Toronto ; 13, 11, 16, Chinguacousy ; but the most noticeable improvement has taken place in the attention paid to cleanliness, and to improving the hygienic conditions of the school-houses. The following school houses have been condemned as unsuitable for educational purposes—those in S. Sections Nos. 7, 9, Albion ; 19, 24, 26, Chinguacousy ; 5, Toronto Gore ; 8, Toronto ; but the disposition of trustees to move in the matter of rebuilding is a plant of but very slow growth, demanding the most careful

cultivation. The protracted and ill-advised litigation respecting the formation of the new union S. S. No. 21, Toronto Township, has at last been brought to a close, the arbitrators appointed by the Minister of Education having discharged their duties most satisfactorily.

The financial condition of the school corporations is very good, as the following will show :—

Township.	Balances on hand from 1890.
	\$ c.
Toronto Gore	169 16
Albion	1378 85
Caledon	1393 91
Chinguacousy	1974 02
Toronto	3753 51

These balances go to show that the incidence of taxation for school purposes is in this county at least not very severely felt, and that the present cost of public education may be in some degree increased in the process of rendering our schools more efficient for their specific purpose. No doubt, a certain portion of these balances represents the savings of school boards for contingent purposes, and to that extent may be regarded as a withdrawal of support from the proper efficiency of the schools.

The classification of pupils has assumed a better form, and shows a more regular grading than heretofore, as may be seen from the following tabulated statement :—

Township.	CLASSIFICATION.					
	Part I.	Part II.	Part II.	Part III.	Part IV.	Part V.
Toronto Gore.....	36	28	42	45	47	17
Albion	214	196	190	205	210	43
Caledon.....	325	250	251	337	232	6
Chinguacousy	212	221	183	247	279	14
Toronto	419	293	298	293	268	14
Total	1206	988	964	1127	1036	94
Brampton	146	146	137	175	112	.....

This classification should in some measure be regarded as provisional. The idea slowly gains upon the teacher that classifications are the results to be reached in school work, and he forgets that they are but in large measure an aid to organized study and methodical progress. Most teachers as yet fix their own limitations of work in these classifications, and lose sight of the fact that many subjects now divided between classes may be profitably studied as a whole by combining classes.

As to the methods employed in teaching, I may say that considerable improvement has been achieved. The great cry that meets me everywhere is one for methods of

teaching in all the more important subjects. This cry is not an assuring one. It shows that so-called methods are still over-estimated, and that individuality based upon a theory of the teacher's knowledge, and directed by circumstances, has not yet fully disclosed itself to the minds of teachers. What teachers require is not a knowledge of prescribed methods, but a philosophic theory of their own knowledge, joined with a power of relating the pupils' faculties to that knowledge. The methodical form, and the devices for carrying on the work of the school, will rest with the teacher himself. Much improvement has, however, been effected in the teaching of reading, arithmetic, and English grammar and composition. I am glad to be able to state that simultaneous reading is no longer practised to any extent, and that the phonic method is more widely diffused. The phonic method is, however, much misunderstood. In too many cases this misunderstanding manifests itself in arbitrary pronunciation, and in the misapplication of many sounds of the letters. That the phonic method mainly aims at making the pupil conscious of his vocal powers, and of the mode of adjusting the vocal organs to the tasks of pronunciation, has not yet been fully seen by teachers. In arithmetic, the tendency is still towards making the pupil dependent upon renewed concrete images instead of a reorganization of his present knowledge in such manner as to lead directly to new and more complex modes of operating with numbers. In fact the mistake of all arithmetical teaching has been the taking of the formal statement of a branch of the subject for the genesis of that particular branch. In English grammar and composition, the results are even less satisfactory. Oral composition is much neglected, and the incomplete teaching of many subjects indirectly affects the pupils' progress.

The number of candidates for entrance to the High Schools increases yearly, but this fact in itself must not be relied upon as a sign of progress. Many candidates come up for examination but poorly prepared, and yet their failure to pass excites the astonishment of their teachers; this argues of course an inadequate conception on the part of the teachers of what constitutes thorough preparation. But making all allowance for these facts, there has been a marked improvement in the preparation of entrance candidates. During 1890, the record stood as follows:—

	CANDIDATES.		ADMITTED.	
	July.	December.	July.	December.
Brampton High School	68	74	36	24
Streetsville High School.....	26	18	15	15
Bolton Public School	40	39	10	15
Charleston Public School.....	16	4	6	3
Total.....	150	135	67	57

The great defect as yet in the carrying on of these examinations is the want of a uniform standard of marking for all high schools. Too often a stringent or a too liberal system of marking is pursued in view of the particular exigencies of each high school. All this of course results from the view that high schools are institutions for the express purpose of manufacturing reputations for high school teachers. Such is the final perversion of our educational ideals through a false estimate of the value and sphere of examinations. The proposed change to a single annual examination will no doubt prove beneficial in more ways than one. The change will tend toward the establishment of fifth classes in public schools and the more efficient preparation of candidates. The prospect for the public school pupil will thereby be much extended, and this extension

will bring as its result a class of teachers of higher attainments. More permanence in every direction will be secured.

The Teachers' Institute I may say has taken a new lease of life. Many teachers are beginning to seek the light necessary to gain their true professional bearings. A teachers' professional library will be established at no distant day, and I hope that in my next report I may be able to speak of it as in active operation. The libraries in connection with the rural schools have sadly gone to decay. To resuscitate these and provide for their proper circulation will be the work to which I shall address my energies at no distant date.

COUNTY OF SIMCOE.—NORTH.

Extract from Report of J. C. Morgan, Esq., M.A., Inspector.

1. It is abundantly manifest that the compulsory school law is absolutely a dead letter. Every effort which I have made in the direction of having it enforced has (almost in the nature of things) proved ineffectual, and there can be no doubt that until its enforcement is made somebody's duty, a duty, too, the neglect of which is made punishable, no definite step in advance can be taken. The large number of those who do not attend at all, or who attend most irregularly, impedes the progress of the other pupils, mars the success of the teacher, and is a standing menace to the general educational life of the Province.

2. A glance at the numbers of those who take certain subjects—and I speak now of a state of things which obtains throughout Ontario—has led me irresistibly to the conclusion that the only remedy exists in endeavoring to obtain from you for the Public Schools something equivalent to the High School Leaving Examination. It is of course urged that we have this in the High School Entrance Examination, but from this proposition I dissent *in toto*. The present Entrance Examination is a hybrid, and like most hybrids is too indefinite in character. It stands midway and forms a dividing line between the Public and the High Schools. It should therefore carry with it an absolute value to the general public, stamping with certainty the educational rank of every candidate passing it, and it should determine (with as little freedom from error as we have a right to expect from *any* examination) the fitness of the successful candidate for taking up a High School course with profit. In my opinion it does neither of these things well, being too strict, too tied down by rule for the latter, and having a standard too indeterminate and much too low for the former. Thus the attempt to meet the requirements seems to me to have almost compelled more or less failure. I have time and again known candidates to fail in one subject, and on that account to be rejected, who would at once have taken a High School course with advantage to themselves and credit to their teacher, whilst some of their companions who scraped through on the regulation $\frac{1}{3}$ and $\frac{1}{2}$ per cent. were educationally unfit to profit by High School teaching, and at once, on taking up the work, proved to their teachers the hopeless task of contending with the *vis inertiae*.

On the other hand, the Entrance Examination does not give the hall mark of any fixed educational standard of excellence, a proposition which, viewed through the glasses of one-third and one-half percentages, is seen to be almost an axiom.

I am fully cognizant of the difficulties which beset any attempt at reform in this direction, but University Federation is almost accomplished, and you have succeeded at last in welding our educational system into a harmonious whole, and in making each step from the Kindergarten to the University one of logical sequence; yet meanwhile you have given to the High School Leaving Examinations a distinct and recognized educational value.

What is possible in the one case may be equally easily done in the other, and I cannot but regard the Public School as being of greater value to the State than either

High School or University. You have yourself stated how few comparatively of our pupils ever reach the High School, or benefit by the excellent work done there. What needs hinder our having a Leaving Examination from the Public Schools, resembling the Entrance, but with a distinctly higher percentage, and not only including but strongly emphasizing a satisfactory acquaintance with such subjects as would assist the average pupil in fighting the battle of life and in the struggle for daily bread, which is the lot of most of our population? If need be, I would unhesitatingly minimize the importance of some work which now finds its place on the papers set at the Entrance Examination, and I would substitute a fair ordinary business or commercial education, which is to-day a *sine qua non* for the successful man in every walk of life.

If you, sir, will bring to this task the same powers with which you have guided the High School Leaving Examinations, success is assured.

3. The importance of such an examination, as forming a vast competitive trial of strength between the various Public Schools, implies more uniformity in conducting the examination, and a greater certainty of the justice of results than at present obtains with the Entrance Examination; and this consideration brings me to the third point which I desire to bring before your notice—the advisability of establishing County Boards of Examiners for the Entrance Examination. It is an open secret that pupils from the same school going to different examination centres in the same county meet with very diverse treatment, the candidates being passed wholesale in one place, and being *very* strictly marked in another. Nor does it at all necessarily follow that this discrepancy is the result of dishonesty on either hand. The tremendous difference in the standard of excellence set by the different examiners has made—within my personal knowledge—a difference as high as 20 per cent., and when you add the still more disturbing and not impossible factors of gross carelessness and possibly of wilful dishonesty, the extreme unreliability of the Entrance Examination as an educational test at once becomes apparent.

It is of course plain that an absolute uniformity of standards cannot be obtained as between different counties, but within the same county this result can be reached, and so radical a change would go far towards harmonizing the results throughout the whole province. I would venture to suggest that the board should consist of the various Inspectors, the different High School head masters, and Public School representatives, equal in number to the High School men. I think there is a remarkable consensus of opinion as to the advisability of having a representation of Public School teachers. It is universally conceded that they will really always be the most interested parties, so long as public opinion measures their success by the number of candidates passed by them at each Entrance Examination. In discussing the question with educationists I have been told more than once that whilst the scheme is an excellent, almost a necessary one, whilst there can be no doubt as to the justice of the claim of the Public School teachers to be recognized on the board, great difficulties exist as to their selection; so little do I agree with this that I believe the mode of choice is a strong point in the scheme.

I would have the representatives chosen annually by the Teachers' Association at the same time as they elect their officers; and every Public School teacher to whom I have mentioned this plan has agreed with me in saying, that it would make every teacher become a member of his or her association; very largely increase the attendance at the meeting; and generally infuse new vigor and life into bodies which are in some cases unhappily in a state of semi-somnolence.

DISTRICT OF ALGOMA.

Extract from Report of D. McCaig, Esq., Inspector.

Up to the close of 1890 there have been established altogether in Algoma 122 Public School sections, and 118 school houses have been built. Four of the sections, therefore, have never got beyond the mere act of formation; the settlers having failed to realize

the expectations of development and progress, in view of which the sections were at first formed. Of the remaining 118 sections in which school houses have been built, and schools opened for a time, so far as present indications go, four of these schools have been permanently closed, the causes being removal of a number of settlers from the sections, and the financial inability of the remaining few to meet the expense of maintaining a school among them. Three other schools were also closed during 1890, but were again opened at the beginning of the present year.

The condition of the district for 1890 may, therefore, be set forth as follows:—

School Sections and School Houses.

Total number of sections formed	122
“ school houses built	118
“ “ open for 1890	111
“ “ “ 6 months	4
“ “ permanently closed	4
“ “ closed during 1890	3

As regards the number and standing of teachers employed in the district, the chief items of information are supplied by the following statement:—

Teachers.

Total number of teachers employed during 1890	127
“ male teachers employed during 1890	29
“ female “ “ “	98
Attended Normal School	16
“ Model “	10
I. Class Provincial Certificate	1
II. “ “ “	16
II. “ Non-professional “	6
III. “ Professional “	10
III. “ District Board “	83
Temporary “	11

School Attendance.

This year 5,044 pupils are reported as having attended school during some part of the school year, as against 4,974 during 1889, which included the attendance at the Gore Bay and Little Current schools, not included in this year's attendance, as both Gore Bay and Little Current have been since incorporated as towns, and returns are therefore made directly to the Education Department, so that if these towns were included in the general District Report, as last year was the case, the attendance for the year would show an increase of about 600 pupils, added to the general school attendance of the district. I might here state that by reference to the returns of the past four years the school attendance is represented by an annual increase of from 500 to 600.

It might be further noticed, with regard to attendance, that returns show that 224 children of the district between the ages of 7 and 13 (inclusive) have not attended any school during the year 1890, and that 1,218 children between the same ages, attended less than the minimum 100 days required by the Labor Act.

These are serious and unsatisfactory features of all our Public School reports, even in the older portions of the Province, where wealth is greater and opportunities for school attendance much more favorable than in the District of Algoma, in which I am convinced, distance from schools, and in many cases the absolute necessity of utilizing the labor of even young children, are largely responsible for the unfavorable results referred to. It is therefore to be fervently hoped that the proposed amendments to the compulsory clauses of the School Act will bring about some beneficial changes in this direction.

School Buildings.

During 1890 no very large expenditure has been made in the way of new school buildings. A number of small inexpensive school houses have been built in newly formed rural sections, and a few older buildings have been repaired and re-seated with improved furniture, but no very expensive additions have been made during the year to the school houses of the district. Last year, on the contrary, large and inexpensive school houses were erected at Keewatin, Rat Portage, Sault Ste. Marie and Killarney, entailing an extra outlay for buildings alone of something in the neighborhood of \$25,000, and raising the total expenditure for educational purposes in the district to about \$70,000. This year, however, the outlay has been confined chiefly to teachers' salaries and the ordinary expenses of running the schools, but in this department there has been a very considerable increase, as will be seen from the following financial statement.

Financial.

Last year (1889) the salaries of 115 teachers amounted to \$26,935, or an average of about \$240 per annum. This year (1890) the salaries of 127 teachers is reported as amounting to \$32,926, or an average of \$259 per annum. The two highest salaries paid to male teachers were paid to the principals of the Rat Portage and Keewatin schools, who hold Second Class Provincial certificates, and were paid salaries of \$725 each. The two highest salaries paid to female teachers in the district were also paid to assistants in the same schools, Rat Portage paying \$450 and Keewatin, \$400.

It will be seen from the foregoing that the salaries paid in the better class of Algoma schools compare favorably with those paid in the older portions of the Province, and also that here the tendency is upward, which is contrary to the experience of teachers in many of the counties of Ontario. But this is only the bright side of the picture; for, while there is manifest a very satisfactory degree of progress in most of the towns and villages, and some of the better country sections, there are still many of the newer sections in which there is a very hard struggle for educational existence, and in which trustees find it exceedingly difficult to raise even the small salaries paid to their teachers; and notwithstanding the fact that the Ontario Government has this year supplemented the local revenue of these schools by the sum of \$7,500, paid in the shape of Legislative and Poor School Grants, still, a number of them are even now in danger of being closed from utter inability on the part of trustees to raise by taxation the necessary funds to keep them running.

One of the chief difficulties that settlers have to contend against in this new district is that in many of the school sections a large portion of the land is held by companies and private individuals from whom, being non-residents, nothing in the way of taxes can be collected. The Government tax of one cent per acre, even if it were obtained annually, is but a very small fraction of the rate which settlers find it necessary to impose in the way of taxes upon their own lands, which in many cases ranges from 20 to 25 mills on the dollar, or an assessment basis of \$5 or \$6 per acre. There are now in this district schools that this year (1890) were closed from this very cause. In some sections which suffer most from this condition of things, had these non-resident lands been assessed as ratepayers found it necessary to assess their own for the past few years, the back taxes recorded against this class of property would have amounted, in a number of sections, to from \$300 to \$400. I will only add further in this connection that this non-resident difficulty keeps a number of sections struggling in deep waters, that otherwise would be able to maintain their Public Schools in a comparatively prosperous condition.

I need now only say, in conclusion, that while the educational interests of the district are prosperous as a whole, and while the number of schools and the amounts paid in salaries, and also the general expenditure for educational purposes are yearly increasing, and have been nearly doubled within the past five years, and while many of the schools are doing as good work as is done anywhere in the Province, yet, from the broken character of the land and the sparseness of population in many parts of the district, there must,

as a consequence, always be a number of sections wherein it will be found exceedingly difficult to maintain Public Schools in any fair state of efficiency; while in others, without a great deal of extra outside assistance, it will be found impossible to keep them in operation even for six months in the year.

DISTRICT OF NIPISSING.

Extract from Report of Rev. George Grant, Inspector.

Three school sections have been added to the number mentioned in my last report, two Public and one a Protestant Separate School section. The whole number of Public School sections in the district is now 27. Within the year four new schools have been opened in and around Sudbury; one at the Copper Cliff, one at the Murray, and one at the Blezard Mine, and a junior department in the Sudbury school.

Three new school houses have been erected, one of them in the town of North Bay, a beautiful brick building, with four commodious class rooms, principal's private room, desks and other furniture of the latest pattern, the whole costing something in the neighborhood of \$7,000. North Bay wishes to qualify as a district training school, and besides the erection of a suitable building has engaged a principal with a 1st class professional certificate, and two assistants, one of them holding a second class professional certificate, and hopes during the incoming year to bring the school up fully to the requirements of Regulation 73, *re* District Training Schools.

Twenty-four schools and departments were open during the whole or part of the year, employing an equal number of teachers, but owing to a change of teachers in some of the schools 30 found employment in the schools of the district, qualified as follows:—

Normal school, trained second class professional.....	4
Model school, trained third class professional.....	6
District literary, third class.....	16
Temporary.....	4
Total.....	30

Entrance examinations were held at Mattawa, Sudbury and North Bay. An examination for district teacher's certificate also at the last named place. Sixteen pupils in all passed the entrance and five the examination for teacher's certificate.

I visited all the schools and departments once and 11 of them a second time.

From an educational point of view the year has been one of satisfactory progress.

DISTRICT OF PARRY SOUND.

Extract from Report of Rev. George Grant, Inspector.

Six new schools were opened and three school houses were built during the year. There are now in the district 103 schools and school-rooms, and two buildings rented for school purposes, affording accommodation for 105 teachers.

One of the above-mentioned new buildings is erected in Pawassan, a place that is rapidly springing into importance on the northern extension of the N. & N. W. Railway. It is a two story frame building, with large class rooms, patent desks, ample blackboard surface, and other conveniences of the latest style—the whole costing nearly \$2,000. The work of replacing the old home-made desks with those of modern pattern goes briskly forward in all parts of the district. Amongst those schools which have made a thorough revolution in this respect, No. 3, Foley, No. 4, McKellar, No. 2, McDougall (Hurdville), No. 2, Machar (South River), and No. 2, Armour (Burk's Falls), are worthy of notice; Burk's Falls especially, besides putting in new and elegant furniture, in other ways has adorned and beautified the school rooms so that they are a credit to the liberality and taste of the School Board. Every school and department in the district, with one ex-

ception, was open either the whole or part of the year. A staff of 104 teachers should have been sufficient to supply these schools, but owing to changes within the year, 140 altogether taught in the district. They were qualified as follows:—

First Class Professional, Normal School trained	2
Second Class Professional, Normal School trained	8
Second Class Literary, Model School trained	6
Third Literary, Model School trained	39
<hr/>	
Total professionally trained	55
<hr/>	
Third Class Literary, Provincial	6
Third Literary, District	70
Temporary	9
<hr/>	
Total non-professional	85

In the two districts, Parry Sound and Nipissing, we have had professionally trained 65, literary non-professional 92, and temporary 13. While the number of non-trained teachers is yet unpleasantly large, it may easily be seen from the above figures that the proportion of trained teachers is steadily and rapidly increasing, and will, at no distant date, be in the preponderance.

Model School.—The second session of our District Model School was held under favorable circumstances. The Parry Sound School Board engaged Mr. J. A. Cummings as Principal. He holds a First Class Professional Certificate, and is naturally well adapted for the position. A suitable room was secured for the Model classes, and in other matters the school was given a generous support. Twenty-three pupil-teachers were in attendance—more than three times the number that attended last year. At the close of the term 21 were awarded Professional Certificates, 19 District and 2 Provincial. Everything connected with the work of the session was of a highly satisfactory character. The school is now established on a secure basis and its future beyond doubt.

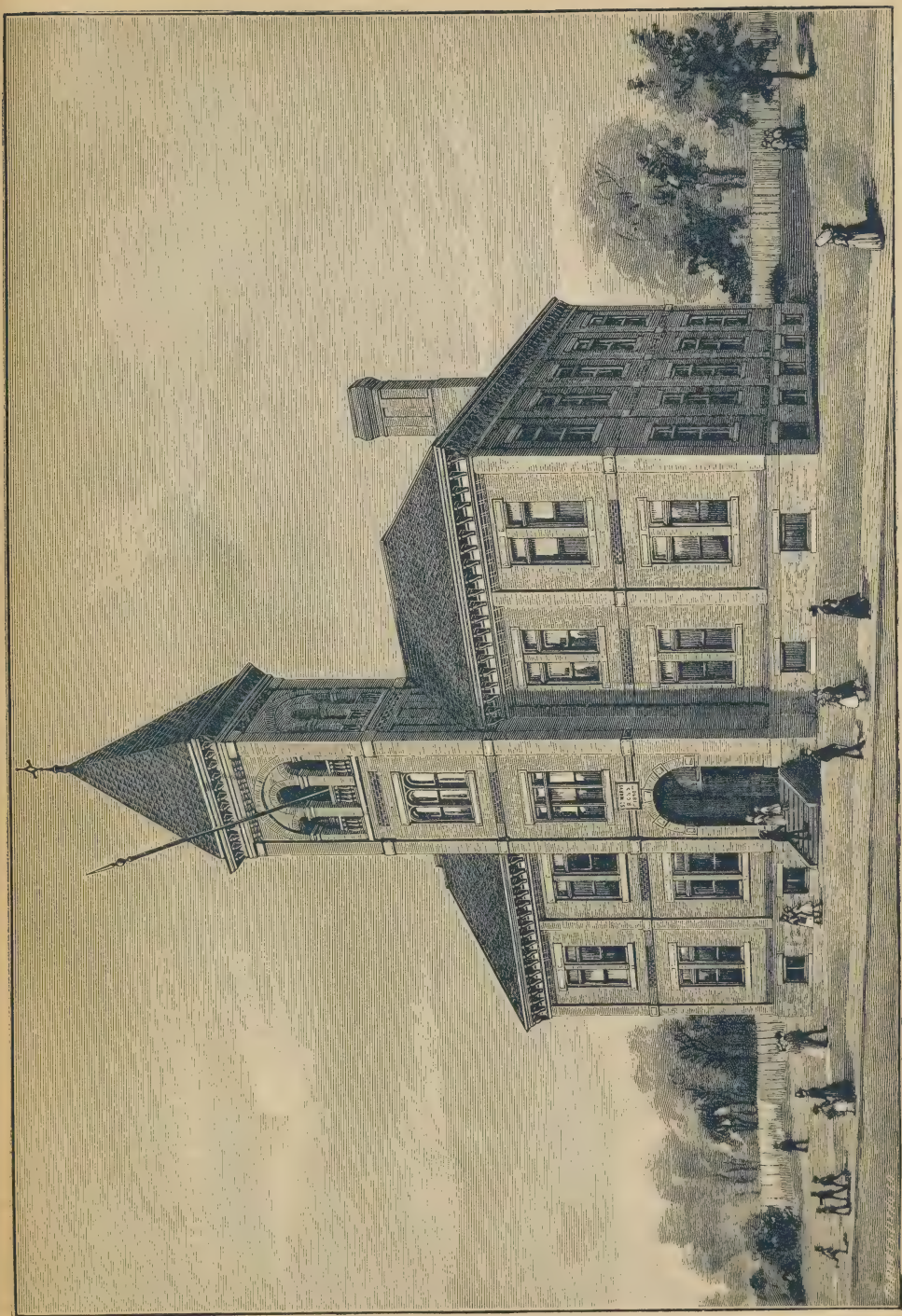
District Training Schools.—The determination of the Government to establish District Training Schools to prepare pupils for the Departmental Examinations has already given a decided impetus to fifth form work in the more prominent schools of these districts. Parry Sound has already engaged an additional teacher—the staff now numbers seven—and resolved to enter upon fifth class work at the opening of 1892. Over twenty pupils, who have passed the entrance examination, are ready to enter the new form.

Burk's Falls has engaged a principal with first class qualifications, added a third teacher to its staff, and with an attendance of some 12 or 13 passed pupils, claims rank as a training school. Sundridge, also in this district, North Bay and Mattawa, in the District of Nipissing, are all moving in the same direction.

With no High School in either district, and 125 pupils that have passed the High School Entrance Examination, District Training Schools must prove a real boon and meet a pressing want.

Teachers' Institutes.—Two Institutes were held under the able management of the Model School Inspector, one at Parry Sound, the other at Sundridge. Both were well attended, and the exercises of such a kind as must prove of much real profit to the teachers.

On the whole we can report encouraging progress during this and the past years. A glimpse at the state of things six years ago, contrasted with their present condition, shows that quite a forward stride has taken place in the interval. In 1886, the year of my appointment to this district, there were 69 schools and departments open; in the present year there are 104; then 73 teachers taught in this district; this year there are 140; then 12 were professionally trained, now there are 55; in that year one pupil



ST. MARY'S SEPARATE SCHOOL, HAMILTON.

from the district passed the entrance examination; this year 39 passed; then a school for the training of our teachers was hardly thought of; now we have a Model School and a District Training School, both fully equipped and doing excellent work. It is but just to add that much of this cheering progress is due to the liberality of the Government, and the enlightened policy which has hitherto marked its treatment of these new territories.

2. ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

Report of J. F. White, Esq., Inspector, Eastern Division.

Schools and Teachers.—In the Eastern Division there are this year 169 schools having 345 teachers and more than 19,000 pupils, distributed as follows:—

	Schools.	Teachers.	Female Religious.	Christian Brothers.	Female (Lay.)	Male (Lay.)
Rural sections.....	102	114	12	.....	88	14
Villages	16	43	21	2	17	3
Towns	21	72	29	.....	31	12
Cities	30	116	65	43	6	2
Total	169	345	127	45 127 172	142	31 142 173

By comparison with last year's report this shews an increase of 26 schools and 28 teachers. Two or three rural schools were closed for part of the year as teachers could not be secured; but all others were open as usual.

Carleton county, including Ottawa, is the most important centre having 35 school buildings with 110 teachers and over 5,700 pupils. Next in importance come the united counties of Prescott and Russell where there are 48 schools, 67 teachers and about 4,000 pupils. Then follow, in the order named, the counties of Renfrew, Stormont and Frontenac, including the towns and cities in each.

New Sections.—The following Separate Schools in this inspectorate were either organized during the year or else, having been formed late in 1890, were first opened this year. In Prescott and Russell, Nos. 9, 10, 13, 14, Alfred; No. 4, Cambridge; Nos. 5, 8, 11, 12, 13, 14, Clarence; Nos. 3, Clarence and 16, Cambridge; No. 20, Gloucester; Nos. 1 and 15, 4, North Plantagenet. In Renfrew county, No. 4, Admaston, No. 6, Bromley, No. 1, Brougham. In Northumberland, No. 14, Haldimand. In Hastings, No. 14, Hungerford. In Nipissing, No. 2, Bonfield; No. 2, Widdifield.

New Buildings.—This year has witnessed a very marked improvement in the accommodations by the erection of new school houses in many of the more important places and by the refitting of old but still serviceable buildings. In this respect Ottawa stands first, having finished an excellent building serving for a higher school for English boys and a residence for teachers. Kingston has replaced a building that was unsuitable for school purposes, by a handsome, well planned school. Brockville, where pupils and teachers have for years suffered from wretched accommodations, has erected an elegant and substantial school of ten rooms, and near by a fine residence for the teachers. Cornwall is just completing a large and well arranged building which was urgently required to relieve some over crowded class-rooms. In Alexandria the girls' classes have

long been in small and consequently unsanitary quarters. The new school and teachers' residence will be a great relief to them and a great credit to the village. No. 2, Cambridge (South Casselman), which had only temporary accommodations for some time, has this year a large and substantial school of four rooms. No. 1, Springer (Sturgeon Falls) has put up a building that reflects much credit on the enterprise of its supporters. No. 15 Gloucester has a neat and commodious school. In No. 14, Haldimand and 14, Hungerford comfortable and serviceable brick buildings have been erected; while No. 4, Admaston, 1, Brougham, 1 and 15, North Plantagenet, 4, Cambridge and 10, East Hawkesbury, have put up good frame schools. Hawkesbury has provided first rate accommodations in a four-roomed brick building that is substantial and complete. There yet remain some buildings where the accommodations are not all that could be desired; but in certain of these cases the trustees have promised to erect suitable schools in 1892; in other sections a weak financial condition prevents their making the necessary improvements. In general, where they are in a position to do so, the trustees have readily complied with the instruction to provide proper accommodations. Should the progress of 1891 in this direction be continued for a few years there will be little to complain of as to suitable buildings and equipment for these eastern schools.

Statistics, larger schools.—The following table gives the teachers and schools in the more important places, with the attendance and cost of education, based on the returns for 1890:—

	School Houses.	Pupils.	No. of Departments.	ATTENDANCE PER DEPARTMENT.		Percentage of Attendance.	COST PER PUPIL.			Legislative Grant per Pupil registered.
				Registered.	Average.		Teaching.	Building and other Expenses.	Total.	
							\$ c.	\$ c.	\$ c.	cents.
Ottawa	22	4,955	82	60	33	56	3 84	11 62	15 46	56
Kingston	5	965	17	57	32	56	3 51	1 57	5 08	52
Cornwall	3	960	9	107	56	52	2 46	98	3 44	40
Peterboro'	3	789	10	79	43	54	3 66	1 68	5 34	53
Lindsay ...	2	470	13	36	21	58	4 39	2 10	6 49	48
Belleville	4	445	6	74	36	49	3 20	2 46	5 66	51
Pembroke	1	442	8	55	35	63	4 90	3 32	8 57	52
Renfrew	2	366	4	92	56	60	3 01	2 56	5 57	39
Brockville	3	360	7	51	36	70	5 67	3 22	8 89	64
Alexandria	2	355	6	59	32	54	3 96	76	4 72	41
Trenton	1	336	6	56	30	53	5 00	4 38	9 38	51
Rockland	1	321	3	107	49	46	2 45	1 18	3 63	41
Hawkesbury	1	308	4	77	36	47	2 43	51	2 94	40
Cities and towns of whole Province— Separate Schools				58	33	56	3 68	6 09	9 77	51

Attendance.—This table shews a wide difference in the registered attendance per teacher between such places as Lindsay on the one side and Cornwall, Rockland and Renfrew on the other. However there has this year been an increase in the Cornwall staff, while that in Lindsay has been reduced to eight teachers, making the average attendance there about fifty for each department. On the basis of these returns such places as Rockland, Renfrew and Peterboro' would need more teachers than they now have.

The Separate Schools have long been distinguished for regularity of attendance; but by the report of last year their favorable shewing in this respect has been somewhat lowered, though they are not behind the Public School results. In 1889 the returns from all the Separate Schools of Ontario gave as to regularity an average percentage of 50 for villages and rural sections, 61 for towns and 56 for cities. But in 1890 this fell to 47 for sections, 59 for towns and 55 for cities; the general average being 53 as compared with 56 for the previous year. Taking the places in this inspectorate it is found that the average attendance in the three cities—Ottawa, Kingston and Belleville—has fallen from 58 per cent. to 55 per cent., Belleville shewing the greatest decrease, viz., 16 per cent. In 1888 the average attendance in the same cities was over 59 per cent., so that there has been a steady loss in the regularity of their attendance for the last two or three years.

For the thirteen towns in this division the percentage of average attendance was 58. Picton stands highest in this respect, being credited with 71 per cent., followed by Brockville with 70, Cobourg 69, Perth and Oshawa each 67, Whitby 64, and Pembroke 63 per cent. In the remaining towns the percentage falls below 60, the lowest being Peterboro' 54, Trenton 53, Cornwall 52. The town of Dundas has the most regular attendance among the Separate Schools of the Province, viz., 86 per cent.; compared with this excellent shewing it will be evident that there is considerable room for improvement in some of the schools of this eastern division. In comparing the returns of 1890 with those of the previous year it is found that four towns—Brockville, Oshawa, Pembroke and Picton—shew an increase of 2 per cent. in regularity of attendance, due largely to a decreased registered attendance, as the actual attendance was larger in 1889. Eight towns give a decrease in the regularity of attendance, averaging 6 per cent., ranging from 6 per cent. in Trenton, 9 in Peterboro', and 12 in Lindsay to 1 or 2 per cent. in other places.

In few of the villages does the attendance appear so regular as it might be, falling in some below 50 per cent. In rural sections the highest percentage of regularity is in Peterboro' county, viz., 64; then follow Renfrew 56, Stormont 51, Northumberland 50; among the lowest are Carleton 41, Lanark 39. If success is desired in the schools it is of the first importance to secure regular attendance, and the energies of teachers, trustees and all others interested should be directed to this end.

Cost of Education.—From the foregoing table it will be seen that the cost of education varies very considerably in the different cities, towns and villages. The village of Hawkesbury seems to have paid the least per pupil, viz., \$2.43 for teachers and 51c. for all other expenses. Cornwall has the least expenditure per pupil of any of the towns; but this has been considerably increased during the present year as a large sum has been spent in building. Kingston, Peterboro' and Belleville are each much lower than the average for cities and towns, not so much in the expenditure for teaching as in the amount spent for building and for other expenses. The greatest cost per pupil has been in Ottawa \$15.46, Almonte \$12.22, Picton \$11.25. In the two former places this is due to the large sums paid for building. The cost per pupil for the whole Province was \$3.72 for teaching and \$4.66 for building and other expenses, total \$8.38—a slight increase over that of the previous year, but a very moderate sum for providing good educational facilities. There is in a few cases a slight difference between the figures of the above table and those of the general table for Separate Schools, caused by the returns in the latter giving the actual sum paid the teachers, which was sometimes less than their full salaries or else included arrears from the previous year.

French Schools.—Of these there are in Ottawa 12, having 58 teachers; in other places—principally in the country districts of Prescott and Russell—there are 71 with 94 teachers; making in all 83 schools and 152 teachers. There has been a very large increase

in these since my last visit to them in 1887 ; then they employed about 75 teachers, so that in four years they have doubled in number.

In every school and department the regulations regarding the teaching of English are carried out, so that each class learns this language, though with varying success—depending upon the circumstances of the school. In most of these places all the pupils speak French as their mother-tongue and very few have a slight, or indeed any acquaintance with English before beginning their school life. In a few of these schools, however, there are some English speaking pupils, and intercourse with them has greatly facilitated the acquisition of spoken English by the French children, so that it is sometimes the case that pupils express themselves with equal readiness in either language. Still it must be borne in mind that for the vast majority of these children English is heard only in the school, and that French is the language of their playmates, of home and of their surroundings ; consequently it will be very difficult for them to speak any other fluently, for with the ending of their school life will end for most of them the study and frequent use of any but their mother-tongue.

In some schools the pupils of the lowest division of the First Book, who had been in school from two weeks to six months, were reported as not learning any English. In such cases the teachers were instructed to make a beginning in this language by suitable oral work in object and language lessons, as a preparation for the written work to be taken up later. There has been, to the best of my knowledge, a general and cordial compliance with these directions ; and in schools visited later in the year it was found that English was taught in every class and to all the children. For 1892 it is expected that the same statement can be made of every school in the inspectorate, based on the results of a personal visit.

Usually the teachers of these classes are well prepared for their difficult task by having a good knowledge of both languages, spoken and written, and often by some years' experience in such schools. In a few instances special teachers are charged with this duty, but in general it is the ordinary teacher of the class who does the work. There are a few of these latter whose knowledge of English is too slight to hope for their being very successful in teaching it. This defect will be remedied when all of these teachers will be required to take a course in the Plantagenet Model School before entering upon their teaching career. The success of the teachers trained in this institution fully attests the good it is accomplishing in a constituency where formerly the majority of the teachers were untrained. Still it is to be feared that it will always be difficult to secure a good teacher, speaking and writing the two languages well, for a salary of \$150, which is the limit that some of these sections can pay. In fact the average salary for female teachers in such schools was a few years ago only \$144, and skilled linguists cannot reasonably be expected for that figure.

In general the plan of teaching has been practical, though in some cases too little attention has been given to translation into English. The reading of the English text was often very creditable, but the pupil has been accustomed to shew that he has grasped its meaning by rendering it into French. When he was required to use English in giving these explanations or in rendering the substance of his French lesson or of a story read, the result has sometimes shewn that there is still room for improvement in this direction. In written work it is frequently noticed that fewer mistakes in spelling are made in an English dictation or composition than in a French one. While this is accounted for to a large extent by the greater complexity of the French grammar and by the fact that these pupils do not usually begin to write their own language until they reach the third form, it proves also that a good deal of care is devoted to English, even though, from various causes, the results in oral expression may not always be the best. In the beginning of next year there will be sent to the teachers of these schools detailed instructions as to the most practical methods to be followed, especially with the youngest classes and with the object of securing for all a ready and intelligent command of the spoken language. There is no cause of complaint as to the attitude of trustees or parents in this matter. Generally they are not only willing but even anxious that the children should make the

most of their opportunities to acquire English while not neglecting the study of their own beautiful tongue.

High School Entrance Examination.—The annexed table gives the result for the schools in this inspectorate that sent pupils to the Entrance Examination in July last.

Schools.	Teachers.	Wrote.	Passed.	Per cent. Passed.
Kingston, Boys.....	Christian Brothers.....	7	6	86
Almonte.....	Mr. Wm. Gallagher.....	7	5	71
Cobourg	Sisters of St. Joseph.....	6	4	67
Cornwall, Boys	Mr. John Keating.....	5	3	60
Girls	Congregation de Notre-Dame	6	3	50
Lindsay, Boys.....	Mr. M. O'Brien	8	5	63
Girls	Sisters of St. Joseph.....	11	7	64
Pembroke, Boys	Mr. J. W. Leaver	9	8	89
Girls	Grey Nuns.....	6	5	83
Peterboro', Boys.....	Mr. Wm. Brick....	15	12	80
Girls.....	Congregation de Notre-Dame	12	8	67
Perth	Miss Jane Williams.....	9	8	89
Prescott	Mr. W. J. Bruder.....	12	7	58
Alexandria, Boys	Mr. John Sheehan.....	4	3	75
Girls	Holy Cross Order.....	5	4	80
Renfrew, Girls.....	Holy Cross Order.....	5	5	100
Vankleekhill	Sisters of St. Mary.....	6	3	50
Westport, Girls.....	Congregation de Notre-Dame	7	5	71
Marmora and Lake	Miss Maud Macanlay.....	4	4	100
Other than above .....	.....	72	24	33
Total.....	.....	216	129	60

In estimating to what extent this shewing is a favorable one it should be clearly remembered that in about one-half of the schools of this division a language other than English is the mother-tongue either of the majority or of a considerable proportion of the pupils. Besides, Ottawa sends no pupils to this examination, but they enter instead either the high classes maintained for this purpose, or else the University of Ottawa. Making proper deductions for these we have left about three-sevenths of the number of teachers, many of whom find it very difficult to have pupils prepared for this examination, either because they leave school at too early an age, or because their attendance is irregular. With such allowances it can be fairly claimed that the results are creditable, testifying to the capacity and hard work of the teachers.

Although the work of the fourth form is the usual limit attempted, there are in some places classes doing the work of the junior grades of a High school. In Ottawa a Lyceum under the direction of the Christian Brothers has been recently opened for English

speaking boys. The building is handsome and well appointed, having a useful library and all necessary appliances for teaching. The school is confidently expected to accomplish excellent results. In the same city there are advanced classes for the girls, directed by the Grey Nuns who are meeting with much success. In Kingston fifth forms are maintained for boys and for girls, and are doing very good work. The school at Westport has for some years passed from its girls' high class a number of candidates for teachers' examinations. Similar encouraging results have been obtained in St. Andrew's (No. 16, Cornwall) whose pupils have usually been successful. Lindsay Girls' School has for years been deservedly ranked as one of the best in the Province on account of the number of its pupils passing the different teachers' examinations.

On the whole then, it may be fairly stated that the schools in this inspectorate are in a healthy condition, and that the outlook is encouraging.

Report of Cornelius Donovan, Esq., M.A., Inspector, Western Division.

Buildings and Grounds.—This division contains 127 school-houses, an increase of four since the date of the last report. Of the whole number 13 are stone, 69 brick, and 45 frame buildings. The newly formed sections are No. 10, Woolwich, Ambleside, Formosa and Waterloo. The excellent character of the Hamilton buildings, and the improvements made in Toronto have been already reported. The places that have erected or completed new school-houses are Owen Sound, Thorold, 10 Normanby, 2 Tiny and 12 Wellesley. Other places—Brantford, Orillia and Port Colborne have added to or otherwise improved their accommodations. A great deal of progress has been made in this matter, and if the accommodations are not entirely satisfactory in every case, they are (if I might judge from the interest shown by the authorities in general) steadily approaching that desirable state. In spite of every effort, the supply of adequate accommodations in the larger cities is still a problem, and is likely to remain so until these places cease to grow. Most of the playgrounds are of ample size and in good condition. It is pleasing to notice that the practice of planting shade trees is annually increasing in popularity. There are two requisites, however, that are treated with indifference in many rural sections, viz: good wells and proper outhouses; but I have reason to believe that the latter complaint at least will not exist much longer. Scientific heating and ventilating do not prevail to a great extent in the rural schools, but so far as stoves and windows can do the work there is not much to find fault with.

Furniture and Apparatus.—The desks and seats are nearly all modern in style and in general fully supplied. In most schools blackboards are plentiful enough, but there are some still with only a limited quantity. A school can hardly have too much blackboard surface. Maps and globes of good quality are generally met with, and only a few schools are yet lacking these useful aids to teaching. School libraries are comparatively few—a matter of regret, because a good library is one of the most invaluable of school helps. Referring to the few libraries that exist it must be said that they are chiefly found in the schools taught by the Christian Brothers, these gentlemen making a specialty in every school of forming a library for the use of their pupils.

The Teachers.—In this division there are 292 teachers—a gain of 8 since last year. The classes of all these, with one exception, were visited once, and 13 classes were visited twice during the year, not to mention the Indian schools. Of the 292, the male teachers number 52. There are 74 teachers in Toronto and 33 in Hamilton, together making over one-third of the whole. As a body the teachers of this inspectorate are industrious, earnest and capable. I wish it could be said that their salaries were large enough to be considered equivalent to the work they perform.

The Attendance.—At the time of writing this report, the total number of enrolled pupils was 13,268, an increase of about 400 over last year. The 8 cities of this inspectorate had enrolled 6454, or nearly half the total, and the 21 towns had 2,772. The largest rural school is at Formosa, having 231 enrolled pupils. Of the 13,268, Form I contained

5,092, II. 3,191, III 2,730, IV. 2,080, and V. 175. The old complaint of irregular attendance still exists in many places. To whatever other causes this regrettable feature may be attributed, it is certain that one cause is chargeable to parents, too many of whom think more of the present services than of the future welfare of their children.

Seven Years' Growth.—The first year (1884) that I reported on this division it contained 175 teachers and 9,100 pupils—not including Toronto. In 1886 the eastern division had grown so large that Toronto was taken off and added to the west. The following table shows the chief variations :—

	1884	1886	1891	Increase in 7 years.
chool-Houses.....	102	118	127	25
Teachers employed.....	175	243	292	117
Pupils enrolled.....	9100	11587	13268	4168

Financial.—The returns for 1890 show that the expenditure of all the Separate Schools of the Province amounted to \$289,703, and that the whole number of pupils was 34,571. These figures give an average cost per pupil of \$8.38. Seven years ago the cost per pupil was \$6.42. The chief cause of the increased cost is, no doubt, owing to the large outlay for erecting so many new buildings during the period referred to. It is altogether likely that the average for 1891 will be less.

Educational Standing.—The work of the schools lies chiefly within the four ordinary Forms ; but Fifth Form work has also been done in Toronto, Hamilton, St. Catharines, Amherstburg, Ambleside, No. 6 Stephen and No. 3 Mara. I find that Toronto and Hamilton have largely increased their facilities for teaching the various commercial subjects, as well as the different branches required for the departmental teachers' examinations, and with highly gratifying results. As to the recent High School Entrance examinations, though all the returns are not at hand, yet I have sufficient evidence for saying that the number of successful candidates from this inspectorate is greater than it was at the corresponding examinations of last year. On a general view of the situation, I am happy to be able to bear witness to the satisfactory character of the work of the schools of this division during 1891. Improvement in teaching methods is also steadily going on. Whoever considers that it is not a generation ago when the leading features of school work comprised a servile use of the text book, the memorizing of useless dates and events, and the acquisition of abstract principles at the very outset, will readily appreciate existing methods under which observation, investigation, thought and judgment are cultivated and made habitual. If I do not here go into particulars it is because reports giving a fully detailed account of the standing of the pupils in the different branches of instruction (as well as of the condition of the premises) were forwarded to the Department and to the trustees, as soon as possible after each school had been inspected. It is significant that out of nearly 300 classes there were only four that had to be reprimanded for unsatisfactory work.

Discipline.—In the matter of school government I am happy to be able to remark (as in a former report) that the discipline practised, if not perfect, is certainly worthy of high commendation. One cause for congratulation, in later years, is the steady reduction of the number of schools in which corporal punishment is a leading form of discipline ; in fact such schools are now comparatively few. It is a genuine pleasure to watch the operations of a school in which the "rod of correction" has given place to the cheery look, the happy word, the gracious manner, the genuine sympathy, the calmly firm decision, and other characteristics of the principle of "sweetness and light" which make the school attractive and unconsciously train children into habits of mental and moral rectitude. In the economy of such a school as this there is no place for the truant officer.

Teachers' Conventions.—The secular teachers, as a rule, attend the county conventions ; the religious communities usually hold conventions of their own. Two of the latter were held this year on a most elaborate and comprehensive scale ; one in Hamilton, the other in Toronto.

The convention in Hamilton was conducted by the Sisters of St. Joseph, all of whom, to the number of over 60, took an active part, each lady performing the work assigned her on the programme in true professional style. The whole affair was admirably arranged and carried out, reflecting infinite credit on the Sisters' taste, judgment and skill. The business was divided into three parts—professional, literary and musical. The first consisted of a series of illustrative lessons in all the subjects of the school programme, together with discussions on educational questions ; the second was composed of essays and readings, and the third of solos, glees and instrumental pieces, everything herein referred to being the work of the Sisters themselves. The Right Rev. T. J. Dowling, bishop of Hamilton, honored the occasion with his presence, delivering more than one eloquent speech, and otherwise encouraging the teachers in their work. Other prominent persons were also present, including the Rev. J. H. Coty, local inspector, who gave a most interesting address. The convention lasted three days (July 15-17) and was pronounced by a leading newspaper to be, from its thoroughly practical character, perhaps "the most serviceable Separate School Teachers' Convention ever held in this Province."

In Toronto the Christian Brothers, according to their annual custom, conducted during the summer vacation, a teachers' institute for their own members. It so happened that your inspector was unable to be present, so that no official account of this important event is forthcoming ; but a well known journal in referring to it pronounced it eminently successful.

Certificates of Merit.—These were issued in June last to those pupils who in each school stood highest during the session in the score of attendance, application and conduct combined. As the measure met with full favor from both teachers and pupils it shall (with your permission) be repeated for next June. Besides rewarding merit, the purpose of this is to shew that the pupil's record for the year is a better criterion of worth than the results of a final written examination alone. Examination papers for Form IV. were also issued to all the schools in the division.

Evening Schools.—A great deal of good can be done by Evening Schools ; but in order to be truly successful they should, as far as possible, be conducted according to the regulations of the Education Department. With that view I respectfully recommend (a) that the Department give power to school boards in cities and towns to establish night-schools ; (b) that where established, legal qualifications be required of the teachers ; (c) that the teachers register the attendance as in day schools ; and (d) that a Departmental Grant be allowed each school on the basis of average attendance. In reply to a short circular that I sent to the various city boards, I have learned that night classes have not yet been widely established. Hamilton has set a good example in this matter, the school board of that city having formed three evening schools for the current season.

Statistical.—

Number of pupils enrolled,	13,268
“ “ teachers,	292
“ “ school-houses	127
“ “ visits made by inspector,	306
“ “ miles travelled “	5,200

Finally, in expressing my satisfaction with the general character of the results of the year's work, I gratefully acknowledge my indebtedness to the teachers at large for their cheerful and hearty co-operation, without which my own efforts would be ineffectual.

3. INDIAN SCHOOL INSPECTION.

*Extracts from Reports of Inspectors.**M. J. Kelly, Esq., M.D., Inspector, Brant.**Indian Reserve, Township of Tuscarora.**Visit, Last Half of 1890.*

No. 1 Board School.—This School was visited on the *24th October*. On reaching the school house the front door was found locked, but the back door open. The room within was tolerably clean. Three Indian boys and two girls soon appeared, but no teacher. I kept them employed for some time expecting the arrival of Miss Hyndman. I learned on calling on the Missionary, Rev. Mr. Kelly, who lives near by, that there had been an Indian Show at Oshwekan 19th, 20th and 21st, and from a thing of that kind, Indians, old or young, cannot be kept. In the absence of her pupils the teacher had gone home. House, frame, painted drab color, fair seats and desks; some chairs and a teacher's desk needed. On hand, good maps of the World, Ontario and the Dominion; small globe and ball frame; a fair supply of readers, slates and copy book; some drawing books.

2. No. 3, Board School.—Visited *13th November*. Mrs. Wetherall, (Indian), teacher here. On roll 41, present 16, average 17, 4 classes. Examined the Fourth Class (2 present) in reading, spelling and literature with "fair" results; in grammar and arithmetic in which the work was "inferior," none of the class being able to parse or do long division. The Third Class (6 present) in reading which was rather "inferior," and in spelling, arithmetic, geography and grammar in which they did better. The pupils in this class know the simple rules of arithmetic as far as long division, and the definitions in grammar and geography. Writing in all classes very "fair." Second Class (2 present) does "fair" work as does the First. In equipment nothing new. Floor and furniture cleaned at midsummer. No new ball frame yet. Plaster off walls, or rather ceiling, in two places. Roof in bad state and leaks. Fence needs repairing and more trees needed in grounds. On hand, maps of hemispheres and of Dominion, large animal chart, Oliver and Boyd's object cards, good clock, slate blackboards, half a dozen Windsor chairs, globe, stove on elevated brick platform, satisfactory teacher's desk, very fair childrens' desks and seats, full supply of books, slates and copy books.

3. No. 10 Board School.—Inspected *28th November*. Miss Sarah Davies, teacher, (Indian). On roll 41, present 36, average 19, 5 classes. Fifth Class, (5 present), was examined in reading, spelling, literature, arithmetic, grammar and geography. Spelling "good," in other subjects "fair" results. Fourth Class, (4 present), examined in the same subjects with much the same results. Third class, (5 present), not quite so good as other two, nor are remaining two classes. Writing in all classes, very "fair." Order good. Nothing new in equipment. Good brick house on stone foundation. Cupola and bell. Floor and furniture clean; the latter satisfactory in character. Grounds well enclosed with numerous trees, slatted walks, outhouses (closets) masked, good clock, six chairs, maps of the World and Hemispheres, large zoological chart, good blackboard, one slate board, full supply of books (readers), slates and copy books.

4. Stone Ridge Methodist Mission School.—Inspected afternoon *28th November*. Teacher, Joseph Monture, (Indian), 37 years old. Salary \$250. On roll 15, present 6, 3 classes. In Third Class (3 present.) These were examined in reading, spelling, literature, writing, geography, arithmetic, etc. The spelling was found "inferior," the rest "fair." The First and Second Classes were also examined with "fair" results. Order "good." On hand, maps of the World, Canada and Ontario, good stove, outside door, wooden blackboard, teacher's and pupils' desks in "fair" order, small globe, ball frame,

Webster's dictionary, cards with Lord's Prayer and Ten Commandments hung up ; children are taught these. Two closets in grounds which are not yet enclosed.

5. *No. 8, Board School.*—Inspected *1st December*. Miss Maggie Davis, (Indian), teacher. On roll 25, present 16, average 13, 4 classes. The Fourth Class, (2 present), was examined in reading, spelling, literature, arithmetic, grammar and geography. Results : In spelling and arithmetic "good," in literature "inferior," in reading, grammar and geography "fair." The Third Class is not quite so "good" as the Fourth. The other classes do "fairly" well. Writing generally "good," order "good." Nothing new in equipment. School room cleaned at midsummer. Grounds in good order. On hand : Clock, globe, ball frame, maps of Hemispheres and Dominion, zoological chart, cards with Ten Commandments, press for books, sufficient supply of readers, slates and copy books.

6. *Thomas School (Band School).*—Inspected *afternoon 1st December*. Mr. John Miller, (white), teacher. The teacher of this school was transferred to Oshwekan, (the Board School No. 2 having been closed there) where he taught in the Salvation Army barracks for six weeks in the early part of the term, but as the distance from the old school was one and a half miles farther east, his former pupils were unable to attend, and so he was moved back to his old quarters. A new floor has been provided but nothing more. The pupils are without desks ; sufficient number of reading books, pencils and slates, no chalk. Application was made, at least so the teacher says, through the Council of the Six Nations in September last, but nothing had been received up to the time of my visit. One of the pupils, Amelia Hill, passed successfully the Entrance Examination at Brantford just before Christmas. On roll 51, present 38, average 44. 4 classes. This school is graded after the manner of the public schools. Fourth Class, (1 present), examined in reading, arithmetic, literature, history, grammar and geography with "good" results. This pupil has since passed the entrance. Third Class, (16 present), examined in reading, spelling, literature and arithmetic with "good" results. Second Class, (6 present), "good" in reading, spelling, literature and arithmetic. Can do simple addition and subtraction readily. The First Class, (13 present), does "good" work for beginners. Order "good."

7. *No. 7, Board School.*—This school was inspected the *afternoon 17th December*. Miss Sarah Russell, (Indian), teacher. On roll 26, present 27, average 20, 5 classes. Fifth Class, (2 present), "good" in reading, spelling and literature, "fair" in geography and grammar. In arithmetic "inferior" to Fourth Class. Fourth Class, (4 present), in reading, spelling and arithmetic "good," in other subjects "fair." Third Class, (2 present), "fair" in reading, spelling, literature and arithmetic. Second Class, (11 present), does "fair" work, as does also the First, (7 present), writing "good," order "good." School well conducted and improving. Floor and furniture clean. Nothing new added to equipment. Present equipment : Cupola and bell, satisfactory furniture, clock, good stove, tablets, two maps of the World, map of Dominion, chart of animal kingdom, slate blackboard and wooden one on stand. Grounds in good order. More trees needed. Sufficient supply of readers, slates and copy books.

8. *New Credit Mississauga Methodist Mission School.*—This school was visited *morning of 17th December*. Miss Murray (white), the teacher here for several years, and one who did excellent work, left at the end of the term, and I have heard that a Miss Meehan has been engaged in her place. The house has recently undergone considerable repairs. A new wood-house has been built, and the school-house and out-buildings have been painted of a yellowish hue. On roll 28, present 22. The methods pursued in this school by Miss Murray have been always good, and the results satisfactory. Equipment : satisfactory furniture, walls papered, blackboards, new clock, small globe, tablets, ball frame, press for books, two arm chairs, maps of Dominion and World. Grounds enclosed. This school is the only one on the Chippewa portion of the reserve.

9. *No. 9 Board School.*—Inspected *15th January, 1891*. Mrs. Scott (Indian) teacher. On roll 30, present 13. Four classes, Fourth Class (4 present). Examined in reading and spelling with good results, in literature "fair," in arithmetic "inferior." Out of 5 problems submitted, did one. Does not yet know reduction. Third Class (1 present),

does "fair" work. Second Class (2 present), reading and spelling "good," arithmetic "fair." First Class (6 present), reads fairly, writing generally "good," order "satisfactory." Nothing new added to equipment. Floor and furniture clean, plaster off in places. Equipment: Cupola and bell, fair furniture, good stove, maps of World and Dominion, globe, slate blackboard, 5 chairs, zoological chart, tablets, ball frame, clock, sufficient supply of readers, slates, and copy-books.

10. *No. 5 Board School.*—Delaware line. Inspected *15th January, 1891.* Mr. Elam Bearfoot (Indian) teacher. Passed Christmas Entrance Examination at Brantford. Has been working at farming since. On roll 36, present 19, average 20; 3 classes. Third Class (3 present), examined in spelling and literature with "good" results. In reading, arithmetic, and grammar "fair," geography "inferior," writing "fair." Second Class (9 present), does fair work. First Class (8 present), reads "fairly" well, and knows something of numbers. Equipment: Cupola and bell, floor and furniture satisfactory and clean, clock, globe, ball frame, maps of World, Dominion and Ontario, good blackboards, 6 chairs, good stove on elevated platform, zoological chart; grounds well enclosed, closets masked; satisfactory supply of readers, slates, and copy-books.

11. *No. 11 Board School.*—Inspected *16th January, 1891.* Teacher Miss Frances Davis (Indian). On roll 25, present 19, average 16. Punctuality is not much observed; children come dribbling in up to 11 o'clock. Three classes. Third Class (3 present), does good work in spelling, "fair" in reading, literature, arithmetic, and geography; "inferior" in grammar. Second Class (4 present), of the same relative standing as Third. First Class (12 present), does "fair" work in reading, spelling, and numbers. Nothing new in equipment. Floors, walls, and furniture clean. Order good. School improving. Present equipment: House new, nearly square, frame. Cupola and bell, front porch in two compartments for caps, etc. Good seats and desks; walls and ceiling lined with narrow boards. Good clock, press for books, new stove on brick platform. Good teacher's desk, 6 chairs, slate blackboard, ball frame, new maps of World and Dominion, small globe, zoological chart. Closets in good order.

12. *No. 6 Board School.*—Mr. Thomas Miller (Indian) teacher. Passed the Entrance Examination from the Thomas School two years ago at Brantford. On roll 23, present 20; average 19, 4 classes. Fourth Class (5 present), examined in all subjects. Results: Spelling "good," reading, writing, literature, and geography "fair"; grammar "inferior." Know definitions, but little else. Third Class (3 present), in reading, literature, spelling, arithmetic, grammar, geography, in all, "fair." Second Class (6 present), much the same as Third. First Class (6 present), "fair" in reading and spelling; in understanding what they read rather "inferior." Writing generally "good." In equipment nothing new. House clean, closets need looking after, the boys in a filthy state. Present equipment: Cupola and bell, clock, globe, card with Ten Commandments, tablets, slate blackboard, stove on brick platform, 6 chairs, ball frame, maps of Canada and two of the World. Sufficient supply of readers, slates, and copy-books. Grounds enclosed and in a satisfactory state.

Visit, First Half of 1891.

The inspection of the Indian Schools on the Tascarora Reserve was commenced on the *19th May*. On that date the *New Credit Mississauga Methodist Mission School* near Hagarville was inspected. Equipment: This is a frame house, described in previous reports. Floor and furniture fairly clean. Since last visit the following articles have been supplied:—New ten inch globe in frame, new maps of the World, Canada, Europe, and North America, three new dictionaries (Nuttall's), clock, press for books, house and closets painted yellowish green with brown bordering, wood-house, grounds enclosed. It has been decided to build a brick school-house near the Council House, one and a half miles further west. Examination results: Junior, 1st part (8 present), examined on tablet, reading, and numbers; marked "good." Senior 1st (6 present), in reading and spelling "good" results, "fair" in numbers; 2nd part (5 present), in reading, arithmetic,

and spelling, "fair" in last, "good" in first two subjects. Second Class (8 present), in reading, spelling, literature, and arithmetic, "fair" on last (can do multiplication), "good" in other subjects. Third Class (5 present), in reading, literature, spelling, English grammar, geography, and arithmetic, in first three subjects "good," the last three "fair," (can do long division). Fourth Class (1), in reading, spelling, literature, arithmetic, and grammar with "fair" results. More drill needed in arithmetic; order satisfactory. On roll 38, present 34; average 30. Miss Maggie Meehan is the new teacher. She holds a third-class professional and a second-class non-professional certificate. Salary, \$300 per annum.

2. *No. 9 Board School.*—This school was inspected in the afternoon *19th May*. Teacher, Mrs. Scott (Indian); salary, \$250. On roll 26, present 18; average 16. Equipment, nothing new. Floor needs scrubbing, some plaster off ceiling; state of closets, satisfactory. No more trees planted, just one living. Tablet Class (6 present), just beginning. Senior First Class (8 present), in reading, spelling, and literature "fair," in arithmetic "good"; can add and read numbers to tens of thousands. Second Class (2 present), in reading, spelling, literature, and arithmetic "fair." Third Class (1), in reading, spelling, literature, geography "fairly good"; in arithmetic and grammar only "fair," can do short division. Fourth Class (1 present), in reading, spelling, and arithmetic "good"; can do easy problems in reduction. In English grammar "fair," order "good."

3. *No. 11 Board School.*—Inspected *1st June*. Teacher, Miss Frances Davis (Indian). Entrance certificate. Salary, \$250. New frame house with cupola and bell, newly equipped. Floor and furniture clean, grounds not yet enclosed. Teacher says the attendance is better than ever before. On roll 39, present 23; average 22. Examination results: Junior First Class (9 present), in reading, etc., "fair." Senior First Class (8 present), in reading, spelling, literature, and arithmetic "fair"; can do addition and read numbers. Second Class (2 present), in reading and writing "fair," spelling and arithmetic "good"; can do addition, subtraction, and multiplication. Third Class (2 present), in reading and spelling "fair," literature "good," know little yet of grammar or geography; order "good."

4. *No. 6 Board School.*—Inspected afternoon *1st June*. Mr. Thomas Miller (Indian) teacher. High School Entrance certificate. Salary, \$250. Equipment: Fine frame house nearly new, cupola and bell. Nothing new, fairly well equipped. Floor and furniture fairly clean. Attendance: on roll 23, present 21; average 17. The closing of the Stone Ridge Mission School has helped this one. Results of examination: First Class (10 present), in reading, spelling, literature, and numbers "fair." Part Second Class (6 present), in reading, literature, and grammar (just beginning) "fair," in spelling and geography "good." Third Class (2 present), in reading, arithmetic, and grammar "fair," in geography "good," in spelling and literature "inferior." Fourth Class (5 present), in reading, spelling, and grammar "fair," in literature "inferior," in arithmetic "good," can do reduction; writing "fair," order "good."

5. *No. 5 Board School.*—Inspected morning *2nd June*. Mr. Elam Bearfoot teacher. High School Entrance certificate, got about ten years ago. Salary \$250. Attendance: on roll 47, present 32, average 32. Equipment unchanged, nothing new. Results of examination: first part, Tablet Class, (12 present), examined in reading, etc., "fair," a class of beginners. Second part (reading in first part, 7 present), in reading, literature "good," in spelling and geography "fair." Third Class, (four present), in reading, spelling, literature and grammar "good" (can point out parts of speech and give inflections of nouns) arithmetic "fair," can do long division. Writing generally "fair." Order "good."

6. *No. 8 Board School.*—Inspected in the afternoon *2nd June*. Teacher Miss Maggie Davis, (Indian.) High School Entrance certificate, obtained several years ago. Salary \$250. Attendance on roll 29, present 22, average 15. Equipment nothing new. Examination results: Tablet Class (12 present), very unequal in attainments, most of them just beginning. Senior First Class, (5 present), in reading "fair," arithmetic "good," spelling and literature "inferior." Second Class (3 present), in reading "good,"

as also in arithmetic. Can do questions well up to long division, know a little geography. Third Class (2 present), in reading "fair," spelling "good," arithmetic "good;" grammar, literature and geography "inferior;" know very little of grammar; writing "fair," order, "fair."

7. *Thomas School (Band School).*—This school was inspected *4th June*. Teacher, Mr. John Miller, (white). Old Third Class certificate. Salary \$360. Attendance on roll 29, (present 20), average 24. Attendance reported rather irregular. Equipment as regards building, floor mended. Supplies new since last visit: 17 tablets, 2 boxes chalk, Chambers' Dictionary, 12 Collier's history of England, 3 dozen lead pencils, 3 dozen pen-holders, 1 dozen each readers, 1st part, 2nd part, and 4th book, 30 2nd and 20 3rd readers, 4 boxes pens, 4 pellets for ink, 1 dozen Public School geographies, 4 Public School arithmetics, 8 Public School grammars, 50 slates, 20 quires of foolscap paper. Two long desks sufficient to accommodate 6 pupils have been provided by one of the trustees. All else mentioned in the last report. This school, in spite of all obstacles, is the most advanced one on the reserve. Examination results: Tablet Class (4 present), in reading and spelling "good." Second part (2 present), in reading and spelling "good," literature and arithmetic "fair." Second Class (2 present), same standing as second part. Third Class (7 present), in reading, writing, spelling, literature, arithmetic, grammar, geography, history, in all "good." Can analyze any ordinary simple sentence, and parse the words readily and accurately. In arithmetic can do problems in fractions, interest and percentage. Except 2, all fit for the Fourth Class. In Fifth Class one present. Amelia Hill passed the Entrance examination last year. Order excellent.

8. *No. 1 Board School.*—Inspected afternoon *4th June*. Miss Hyndman, (white,) teacher. Old Third Class certificate. Floor and furniture fairly clean. Attendance on roll 27, (present 10), average 10. Equipment: maps of Dominion, World, Europe and Ontario. Tablets, copy books, Ten Commandments, small clock, ball frame, one black-board, a table, box stove, no chairs. Examination results: First part, (4 present), in reading and spelling "fair," literature "good." Second part (4 present) in reading, spelling and literature "fair," in arithmetic "good;" can do addition, subtraction and multiplication by one figure, in geography "inferior." Second Class (2 present), in reading, literature, spelling, grammar and geography "fair;" in arithmetic "inferior." In drawing some of the attempts very good and original. Order middling.

9. *No. 10 Board School.*—Inspected *5th June*. Teacher Miss Sarah Davies, (Indian), High School Entrance certificate, obtained 11 years ago. Salary \$275. Floor and furniture clean, walls need whitewash. Attendance on roll 48, present 37, average 24. Equipment: new ball frame, nothing else new. The school room is already well equipped and the grounds in good order. Examination results: First Class (21 present), in reading and spelling "fair." Second Class (7 present), in reading, literature and arithmetic "fair," in spelling, "good," writing "fair." Third Class (4 present), in reading, spelling, writing, arithmetic and literature "fair;" one good reader in the class. Fourth Class (2 present), in spelling "good," reading, literature, arithmetic, grammar and geography "fair." Fifth Class (3 present), in reading, geography, arithmetic, grammar "fair," literature "good," writing throughout "fair." Order might be improved.

10. *No. 2 Board School.*—Inspected afternoon *5th June*. Teacher Miss Catharine Maracle, (Indian). High School Entrance certificate obtained at Brantford 11 years ago. Miss Maracle has taught 9 years on other reserves. Salary \$250. Attendance: on roll 45, present 27, average 23. Equipment: school room fairly well equipped, and grounds in good order. Floor clean, furniture fairly so. A ball frame needed. The teacher uses beans, a good substitute. Examination results: First Class; this class is taught the sounds of the letters and to read phonically, and taught well. Second Class, (7 present), in reading; "fair," literature and spelling "good," arithmetic "inferior," geography "inferior." Third Class (2 present), in spelling and writing "good," arithmetic and geography "fair," literature and grammar "inferior." Fourth Class (1 present), of about the same standing as third. Miss Maracle uses good English and questions well. Order good.

11. *No. 7 Board School.*—Inspected *8th June*. Teacher, Miss Sarah Russell, (Indian), High School Entrance certificate. Salary \$250. Miss Russell has taught

here three years. Attendance on roll 50, present 42, average 38. Equipment nothing new; floor and furniture clean. Four maples in grounds, more needed. Closets ought to be cleaned. Examination results: Alphabet Class (17 present), beginning and doing "fairly well;" Senior First part, (8 present), in reading, spelling and literature "fair," in numbers "good." Second Class, (9 present), in reading, writing, literature, spelling and arithmetic "fair." Third Class, (3 present), in reading and literature "good," spelling writing and arithmetic "fair," in grammar and geography "inferior." Fourth Class, (3 present), very much like third. Fifth Class, (2 present), in reading, spelling, literature and grammar "fair," arithmetic "inferior."

12. *No. 3 Board School*.—Inspected afternoon 8th June. Teacher, Mrs. Wetherall (Indian). High School Entrance certificate, has taught 6 years; salary \$250. Attendance on roll 40, present 24, average 22. Equipment: except mineral or ball frame nothing new. Floor and furniture fairly clean. Plaster off ceiling in some places. Fence (a wire one) needs repairing. Examination results: Junior First Class, (8 present), just beginning, few know any English yet. Senior First, (4 present), literature, reading, spelling and arithmetic "fair." Second Class, (7 present), same standing as Senior First. Third Class, (4 present), in reading, literature, spelling, arithmetic "good," grammar and geography "inferior." Fourth Class, (2 present), in reading and spelling "good," in all else "fair." Order "fair."

Visit, Second half of 1891.

The schools are now 12 in number, the Stone Ridge Methodist Mission School having been closed. One of the chief obstacles to the improvement of the Public or Common Schools throughout the Province has been, since the foundation of the system, that of irregular attendance. The late Rev. Dr. Ryerson fondly hoped that by making these schools free the obstacle would be removed, but the results have not justified the hope. The same evil affects the Indian schools and in an aggravated form. Although hunting, fishing and war no longer constitute the chief occupations of the Six Nations, the savage state of the race is not yet sufficiently remote to have banished entirely from the young blood the inborn intolerance of restraint and the love of free air and liberty characteristic of the Indian.

1. *Thomas' School (Band School)*.—This school was inspected on the forenoon of the 7th October. Mr. John Miller (white) still teacher. On roll 34, present 19, average 25. Many out picking potatoes, etc. No Fourth Class present. Nothing new added to the equipment. No more trees planted. Large gate often left open. In tablet Class (6 present), most just beginning. Defective black-board accommodation. First Class (3 present), in reading and numbers "fair." Second Part, (6 present), in spelling, numbers and writing "good," in reading "fair." Not reading books enough. Second Class, (3 present), in reading and literature "fair," in spelling "good." Third Class, (1 present), in reading and spelling "good," in literature, arithmetic and geography "fair," writing "fair," order "good."

2. *No. 1 Board School*.—Inspected afternoon 7th October. Teacher, Miss Frances Styres (Indian) in lieu of Miss Hyndman (white). Miss Styres is 19 years of age and passed the Entrance Examination at Brantford last December. Salary \$250. Nothing new added to equipment. Talk of building a new house a mile from the river, on the "Red Line." On roll 19, present 7, attendance irregular. First Class, (4 present), reading spelling, literature, and writing "fair," arithmetic "good." Second Class, (3 present), reading, writing, and arithmetic "good," literature and reading "fair," order "good."

3. *No. 10 Board School*.—This school was inspected the 9th October. Miss Sarah Davies (Indian) teacher. Salary \$275. Fence repaired, closets in good order. Floor and furniture cleaned at midsummer, but the walls not whitewashed. Nothing new. On roll 41, present 18, average 19 for quarter. Attendance fairly regular. Fifth

Class, (3 present), reading "good," spelling, writing, arithmetic, geography "fair," grammar "inferior." Fourth Class, (3 present), reading, writing, literature "good," grammar like last. Third Class, (3 present), reading, spelling, writing "fair," literature and arithmetic "inferior." Second Class, (8 present), writing "good," reading, spelling, literature "fair." First Class, (1 present). Of geography pupils know little beyond definitions. Order "fair."

4. *No. 2 Board School.*—Inspected afternoon 9th October. Miss Catharine Maracle (Indian) teacher. Salary \$250. On roll 28, present 17, average 24. Third Class (2 present) in reading and writing "good," in spelling, arithmetic, literature, grammar, and geography "fair," in spelling "good," in writing and arithmetic "fair." Junior First Class (8 present) in reading, spelling, and arithmetic "good." Third Class can pick out parts of speech, and know something of definitions and map of North America in geography. Order "good." Small melodeon provided. Nothing else new. Floor clean. Old desks and seats still. Closets in satisfactory state, also fence.

5. *No. 11. Board School.*—This school was inspected morning 13th October. Miss Frances Davis (Indian) teacher. Salary \$250. On roll 36, present 16, average 21. Fourth Class (1 present) in reading, literature, geography, and arithmetic "fair," in spelling and grammar "inferior." Second Class (6 present) in reading, literature, and arithmetic "fair," spelling "good," writing "fair." First Part, (9 present), reading, spelling, literature, and writing "fair," numbers "good." To equipment nothing new. Floor and furniture clean. House very well furnished. Closets not masked, nor grounds enclosed. Order "good."

6. *No. 6 Board School.*—Inspected afternoon 13th October. Teacher, Mr. Geo. E. Powless (Indian) temporary teacher. On roll 23, present 16, average 19. Fourth Class, (3 present), reading, writing, and arithmetic "good," spelling and literature "fair." Second Class, (3 present), reading and spelling "good," literature, writing and arithmetic "fair." First Part, (3 present), doing fairly. Not readers enough for class, nothing new, floor and furniture clean, closets should be masked. Order satisfactory.

7. *No. 5 Board School.*—Inspected morning 14th October. Mr. Elam Bearfoot, teacher. Salary \$250. On roll 44, present 35, average 34. Fourth Class, (3 present), reading, writing, spelling, and literature "good," arithmetic "fair," can do reduction. Third Class, (6 present), reading and arithmetic "good." Out of five problems in last subject, four were correctly solved. Literature "fair," spelling "inferior." Second Class, (5 present), arithmetic "good," other subjects "fair." First Class, (21 present), doing satisfactory work. English grammar rather "inferior." Upper classes know a little geography. Nothing new in equipment, floor and furniture clean, closets clean, no well, no trees planted. Order "fair."

8. *No. 8 Board School.*—Inspected afternoon 14th October. Miss Maggie Davis, teacher. Salary, \$250. On roll 25, present 16, average (last month) 17. Fourth Class (2 present), reading and spelling "good," grammar, geography, and writing "fair," literature and arithmetic "inferior." Second Class (7 present), only "fair" in all subjects. First Class, (9 present), most of them just beginning. Order "fair," nothing new. Floor, furniture, and walls clean, grounds in good order, closets ditto.

9. *No. 9 Board School.*—Inspected morning 15th October. Teacher, Mrs. Scott (Indian). Salary \$250. On roll 29, present 17, average 21. Fourth Class, (2 present), reading, spelling, literature, and arithmetic "good," grammar, geography, and writing "fair," spelling "good, literature "excellent." First Class, (10 present), doing "fair" work. Nothing new, ceiling plastered and whitewashed, floor rather dirty, three panes of glass broken in window behind teacher's desk, good supply of material, trees should be planted.

10. *New Credit Mississauga Methodist Mission School.*—Inspected afternoon 15th October. Miss Maggie Meehan (white) teacher. Second Class non-professional and Third Class professional certificates. Salary \$300. On roll 40, present 28, average 24. Fourth Class, (1 present), reading, literature, and spelling "good," grammar, geography, and

arithmetic "fair." Third Class, (4 present), reading, literature, spelling, and geography, "good," last subject well taught. Arithmetic "fair." Second Class, (5 present), results of examination same as in case of last class. First Class, (6 present), doing fair work. Writing in the school "good." Floor and furniture clean. A new brick school house is now in course of erection in the fine grounds of the Council House, up the line about $1\frac{1}{2}$ miles north-west of the present site; it is expected that it will be finished in December.

11. *No. 7 Board School*—Inspected *16th October*. Miss Sarah Russell (Indian) teacher. Salary \$250. On roll 44, present 26, average 26, Fifth Class, (1 present), reading, spelling, and arithmetic "fair," literature, geography, and grammar "inferior." Third Class, (5 present), literature, spelling, and arithmetic "good," other subjects "fair." Second Class, (6 present), arithmetic "good," reading, spelling, and writing "fair," literature "inferior." First Class, (14 present), doing fairly. Order "fair," nothing new in equipment, floor and furniture fairly clean. Closets still need cleaning, and should be masked. More trees should be planted.

12. *No. 3 Board School*—Inspected *afternoon 16th October*. Miss Wetherall (Indian) teacher. Salary \$250. On roll 42, present 9, average 19, attendance "irregular." Fourth Class, (2 present), spelling, literature, and writing "good," reading "fair," arithmetic, grammar, and geography "inferior." Third Class, (3 present), reading, literature, and arithmetic "fair," spelling and writing "good." Second Class, (2 present), and First Class, (2 present) do "fairly." Nothing added to equipment, fence needs fixing, closets should be cleaned and masked, and more trees planted.

W. S. Clendening, Esq., Inspector, Bruce, East.

Indian Schools on the Saugeen and Cape Croker Reserves.

The three schools on the Saugeen Reserve were visited *1st May* and *10th June, 1891*, also *4th* and *5th December*; and the three schools on the Cape Croker Reserve, *21st* and *22nd May*; also *13th* and *14th January*; making in all twelve visits.

By resolution of the Board of Examiners for the County of Bruce, any Indian who has passed the Entrance Examination is eligible to teach, but all others must have the standing of Third Class teachers, if such can be obtained.

At the close of the year two of the teachers were Indians, and four whites; one female and five males. The Indian teachers give nearly all their instructions in English. The order and discipline in all the schools, except one, were good, and in two very good. So far as the teachers had a chance from irregular attendance, your inspector thinks good work was done throughout.

Both agents have taken a laudable interest in the attendance of the Indian children. On the Saugeen Reserve I found the agent and missionary holding meetings at the different school-houses in order to stimulate the parents to perform their duty towards their children in this matter; and at Cape Croker the agent brought it before the Indian Council and the Government, and resolutions were framed by the Council to be presented to the Government, asking for compulsory attendance, similar to what is found in the Public Schools Act:—all careless parents to be fined by retaining \$10 of their annuity. Prizes were also given for regular attendance with good effect.

The condition of the school-houses and premises has remained about the same as at the close of 1889. On both reserves the supply of wood is now looked after by the agents, which is a great improvement; at Saugeen it was previously provided by Indian trustees.

Your inspector endeavors to make his visits as profitable as possible by observing the teachers' methods, teaching himself, talking to the pupils, examining them, and holding counsel with the teachers. I found white children in three of the schools.

The discipline was not good in Indian Village School, on the Saugeen Reserve.

At Sydney Bay School on the Cape Croker Reserve I found a white boy who, when a child, had been adopted by one of the Indians, and another, the son of the agent.

At Cape Croker School I found the children of the Missionary ; of Mr. McLaren who was living on the Reserve but has since moved away ; of Mr. Jermyn who keeps store on the Reserve; and this is also the school which the children of the Agent attend when the family is residing on the Reserve. I cannot give the number of these children.

The presence of the white children is an advantage to the Indian children, because they are necessitated to use the English language in their play, and the attendance of Indian children is so small that the teacher can instruct the whites, without in any way neglecting the Indians. Permit me to suggest that it would be wise for the Indian Department to permit the teachers to report the attendance of all children attending the schools, whether Indian or white.

There is another school, viz. :—Scotch Settlement on the Saugeen Reserve, where white children attend.

Rev. W. H. G. Colles, Inspector, Kent, East.

Indian Schools on the Moravian Reservation.

First Visit.

I visited both these schools on the 28th April, 1891. In the *Mission School*, Moraviantown, Miss Dora Miller is still teaching, and there are 16 pupils in attendance. In this school all the four classes are represented, and although there is only one pupil in the Fourth Class at present, it is an example for all the Indian children on the Reservation, of what they can do and what they may aim at. The children in this school, owing to the somewhat small attendance and the untiring efforts of the teacher, make really rapid progress, especially in reading, writing, drawing and spelling. The Indian children are more apt in these subjects than in grammar and arithmetic, owing partly to the fact that the race is naturally curious and imitative, and has a good memory, but does not excel in reasoning or in anything else that involves hard work. Since my last visit each pupil has made very satisfactory progress, down to five-year-old Grace Jacobs, who, without a word of English, began school last winter, and can now read well the first thirty lessons in her book, and is spelling and writing equally well. Philip Jacobs, who had sore eyes, is now well, and he is doing good work. I had him read for me from "Age of Trees," and "The Ivy Green" in the Third book and he answered quite cleverly all questions about the words used and about the subjects spoken of. The school house is clean and well equipped. On the desk is a new nine-inch globe, and on the walls suitable maps. A noticeable feature and one, which to my mind is a strong argument in favor of denominational or separate schools is the presence of hangers on the walls, replete with living Bible texts and holy thoughts, also "The Silent Comforter," and "Daily Hymns," published by S. P. C. K. From these, portions are daily committed to memory by the pupils. This school is doing well and is under the Rev. Mr. Hartman, Mrs. Hartman and Miss Miller, constant sources of good influence, like wild forest flowers ever breathing fragrance and beauty in some rude, unnoticed spot. The *Reserve School* I visited in the afternoon. It is in charge of Mr. Willis N. Tobias, a native Indian teacher who holds a third class certificate. There are 46 children registered in this school and 36 in attendance. Being centrally located it secures a much larger attendance than the Moraviantown school, where at present there are but few children. The school room is fairly well equipped. There is a 15 inch terrestrial globe and a case of good maps. A few other maps are still required, and at the request of Mr. Tobias, I have asked the Indian agent to see that they are provided with certain other supplies. Only First, Second and Third classes are here represented. The children are sent to the Mt. Elgin Institute, the Shing-

wauk Home and other Institutes, before they are prepared to do Fourth Class work. The teacher and pupils, by giving entertainments, have furnished the walls with pictures, bought a football, and are negotiating for a large frame in which to place a photograph of each child who attends the school. The classes show fair progress in elementary subjects, and especially in writing and drawing. The teacher admits and tries hard to overcome their peculiar accent. He has tried having them read with pieces of pencil in their mouths but without success. Their parents are very suspicious and whimsical and find fault with Mr. Tobias if he introduces anything new to them, even condemning the use of gesture in reciting. This is probably too "Frenchy" for their ideas of stolid decorum. The teacher has in view many devices to lend interest to his teaching; he is clever and ambitious, and his school is consequently, making very satisfactory progress. The classes are working in the subjects usually taught to the junior classes, but owing to irregular attendance they are not very well advanced.

Second Visit.

On the 14th October I visited the Indian Schools on the Moravian Reservation. In the forenoon I visited the *Mission School*, in charge of Miss Dora Miller. There are 16 pupils enrolled and an average attendance of 10. The school house and surroundings are very neat and well kept, the school room being well painted and nicely kalsomined within. The furniture is of recent design, very comfortable, and well taken care of. There are two pupils in IV. Class, four in III. Class, four in II. Class and six in the I. Class. The several classes are taught almost as indicated in the programme for Public Schools, except in arithmetic, in which they are rather backward, and that more time has to be spent in imparting a knowledge of English. The pupils are steady, industrious, willing and progressive, and are all making good progress in their work, especially in reading. In this school the children are taught to sing, by ear; Mrs. Hartman, wife of the Rev. Mr. Hartman, comes in occasionally and leads them with the organ, there being one in the school. This school is doing very good work, and when a pupil is prevented by sickness in the family from attending school, Miss Miller often visits and teaches that one at home.

Reserve School.

On the afternoon of the 14th October I visited the *Reserve School*, where Mr. Willis N. Tobias is in charge. Mr. Tobias is a native Indian and holds a third class certificate. He is very enterprising and energetic, very careful and accurate in what he does, and is in fact as efficient as the average white teacher. The school house, a comparatively new frame building, is in excellent condition, well furnished with modern desks, clean and comfortable. There is a fair supply of good maps and a fairly good blackboard. A good bell hangs in the belfry and is rung to mark time for the neighborhood.

The attendance at this school was very much smaller than on former visits, there being only 22 pupils present. These were mostly in the First Classes, and none higher than the Junior Third Class, in which there were only three. The standing of the pupils in this school is low owing to irregular attendance, and to the fact that all the senior and more advanced pupils were absent. The Ontario Truant Law should apply to Indian Schools, and the Truant Officer should be appointed by the Indian Agent, or else some other truant law should be provided for them. The studies pursued are reading, writing, spelling, arithmetic, geography and the English language. I observed in this school also a marked improvement in English. The school is efficiently conducted, and fairly approaches the average white schools in its methods and in the progress made.

C. S. Barnes, Esq., Inspector, Lambton, East.

Indian Schools at Kettle and Stoney Points.

First Visit.

Stoney Point.

In my semi-annual visit to the school at *Stoney Point* on *2nd June, 1891*, I found 12 pupils in attendance from a roll of 15. The attendance had very much improved during the month of May.

Building and Equipment.—The building is in good condition except that it should be painted. There are 10 desks of the Bennett patent, one teacher's table, two chairs and a stove, all in good condition. Maps of the county, Dominion and the World, all in satisfactory condition; and about 65 square feet of good blackboard.

Supplies needed.—One dozen copy books of each of the numbers 1, 2, 3, 4. Readers, 1st and 2nd part of 1st Readers, one half dozen of each, one dozen slates and a set of tablets.

Attendance, etc.—Third Class, 2 pupils; Second Class, 4 pupils; Second Part 2, and First Part 4 pupils. The work of the school is being well done by the present teacher, Miss Vance, who has been in charge for some time. Much progress has not been made in teaching language and composition yet, but I expect before my next visit some improvement will be made in these subjects.

Kettle Point.

I visited the school on *3rd June*, and found Henry Fisher (Indian) in charge. The work here is not so satisfactory as that done on the other reserve. The teacher lacks energy and ability to teach. His scholarship is limited, although he has passed the entrance examination for admission to High Schools.

Building.—The building is not so good as the one on Stoney Point Reserve, having been in use for a number of years, both as a church and school-room, but latterly, only as a school-room.

Equipment.—There are ten desks of the Bennett patent; one teacher's desk, one chair and one stove, all in a satisfactory condition. Maps of Ontario, Dominion and the World. The map of the Dominion is a very inferior one; the other two are good and all in good condition. The blackboard is very small and very inferior. I directed attention to the necessity of its improvement.

Supplies needed.—Copies, half dozen of No. 5. One dozen each of Nos. 1, 2, 3, 4. Readers, 1st and 2nd part, half dozen each.

Attendance, etc.—There were 20 names on the register, with an attendance of 12 on the day of my visit, although the average attendance has been for some time but 13 or 14. In First Part, 4 pupils; Second Part, 4 pupils; Second Class, 2 pupils; Third Class, 2 pupils were present. The writing of the school is very good. The arithmetic and spelling are fairly good, but the reading and other subjects are not as good as they should be, and are badly taught.

Second Visit.

I again visited the Indian School at *Stoney Point* on *21st October*. The school has an average attendance of about nine scholars. The writing, spelling, arithmetic and composition of the 4th class were very good. The reading somewhat monotonous. In the other classes the work very fairly done. When I reported before, I asked for certain supplies; the readers were not forwarded. The teacher informs me if the following books were provided nothing more would be required: Half-dozen II. Books, half dozen II. part of 1st Book, half-dozen I. part of 1st Book.

I visited the Indian School at *Kettle Point* on 20th October. There were seventeen names on the roll, with an average attendance of about ten, but during October the average attendance had slightly decreased. The II. part of 1st Book class read and spell very fairly and write well. In arithmetic they do addition and subtraction fairly, and have begun multiplication. In the III. Class the reading was not very good. Spelling and writing are well prepared, and in arithmetic satisfactory work done, but very little progress had been made in composition. A fair start has been made in the geography of Ontario. In the other classes fair progress has been made.

John Brebner, Esq., Inspector, Lambton, West.

Indian Schools on Walpole Island and Sarnia Reserve.

Indian School No. 1, Walpole Island, was visited on 6th October. There were sixteen pupils present under the charge of Albert F. Sahguy (Indian). On the 5th twenty-three were present, but the prospect of a feast on the 7th caused the poor turnout on the 6th.

Of the sixteen, seven were in the First Part of the First Book, one in the Second Part, six in the Second Book, and two in the Third Book.

The school is making fair progress in all the subjects of study, but many of the children cannot give the Indian equivalents for the ordinary English words in their lessons. In the examinations the Third Class did the poorest work.

The bane of this, as of all Indian schools, is irregular attendance, and the low value set upon a day's instruction is seen in the fact that all the three schools on the Island were to be closed on the 7th for a feast, and I had to postpone my visit to the other two schools.

Indian School No. 2, Walpole Island, was visited on 19th November, Miss Nancy Osagee (Indian) teacher. There were nine boys and eight girls present, and most of them did fair work. Nelles Thomas, the boy in the Third, is only fit for the Second Class, and he evidently does not wish to try to learn.

The Third Class consisted of only one boy, whose reading was bad, spelling worse, and arithmetic not good, but his writing was fairly good.

In the Second Class there were three present. The spelling and writing were good, reading fair, but arithmetic only middling. The pupils are willing to try.

There were six in the Second Part of the First Book whose spelling was very good, arithmetic good, reading fair and writing middling. This class is doing well.

In the First Part there were seven who read fairly and did their arithmetic well, but the writing was not so good.

I think Miss Osagee could do excellent work were it not for the jealousy of some of the people, and that when a pupil is corrected in any way he may remain absent for weeks.

Indian School No. 3, Walpole Island, Mr. William Peters (Indian) teacher. This school was visited on the 19th November, owing to there being no school on the 7th October when I went to visit before.

Mr. Peters is still doing excellent work, and his pupils are eager to learn and to show how much they can do.

There were twenty children present, twelve boys and eight girls. The Third Class consisted of one boy whose reading, writing and composition were good, arithmetic fair, but spelling only middling.

In the Second Class there were five (two boys and three girls). Writing and

composition were good, spelling fair, arithmetic and reading middling—owing to the indistinct utterance of the girls in reading.

The Class in the Second Part of the First Book consisted of six pupils (four boys and two girls) whose reading, arithmetic and spelling were fair, and writing good.

In the First Part of the First Book there were five boys and three girls whose reading and spelling were good, arithmetic and writing fair.

Indian School, St. Clair Reserve—Miss F. E. Welsh (white) teacher. There were twenty-nine pupils present the day of my visit and all did fair work. These children now understand and are as intelligent as many white children of the same standing.

The school-house has been tastefully papered and supplied with new furniture and now the requirements are separate closets (both being now in one with doors side by side), a new fence and some more blackboard, all of which we hope to get next year.

In the First Part of the First Book there were twelve pupils present in four classes who did well in everything except number. There was but one class of seven pupils in the Second Part. They did better work than the first in arithmetic, but not so good in reading and spelling.

In the Second Book there were eight children in the two classes who did all their work well, except geography.

The Third Class consisted of two pupils who did well in reading, spelling, writing and geography, but only fairly in arithmetic and composition. In the last the ideas they had were poorly expressed by both.

The council proposes that children who do not attend school shall not be entitled to their annuities.

J. Dearness, Esq., Inspector, Middlesex, East.

No 1.—Oneida Indian Reservation.

First Half-Yearly Visit, 12th May, 1891.

Miss M. A. Beattie (white), teacher. 21 pupils present; 3 in the second class, 11 in the senior first class, and the remainder in the junior first.

Second Visit, 21st September, 1891.

Same teacher. 24 pupils present; 29 largest attendance in one day since the holidays; 6 in the second class; the other in the several divisions of the first grade.

Speaking and writing English, drawing, reading and singing are taught in all the classes. The pupils compared as to proficiency with those in the "white" schools in the same grades would rank high in drawing and writing, fair in spelling; deficient in arithmetic; the reading is monotonous, and in most cases accompanied with thought to a very limited extent. Composition—including letter-writing—is taught pretty well, and geography with some success. I frequently to the teachers emphasize the importance of much and careful attention to the teaching of speaking and writing the English language. Very few of the children on this reserve hear English spoken in their homes.

The interior of this school-room is very attractively decorated with maps and drawings by the teacher and children, engravings, chromos and wall-maps. The blackboard has been repaired and re-slatted, but the emery used was coarse, for the surface is as rough as a grindstone and hence uses chalk fast and causes much dust in erasing.

Whilst this school (No. 1) is on the whole the best on the reserve, the foregoing remarks as to the proficiency of the pupils in their studies apply to the other two schools.

*No. 2.—Oneida Reservation.**First Half-Yearly Visit, 13th May, 1891.*

Miss M. J. Chambers (white), teacher. 20 names registered ; 13 in attendance ; one pupil in the senior third, one in the junior third, two in the second, and the others in the first class.

Second Visit, 22nd September, 1891.

Same teacher. Only 8 pupils present to-day. The attendance at the school is small and irregular this year. The teacher maintains good order and is painstaking in the discharge of her duties, but does not seem to be popular with some of the parents. She says she does not intend to remain after the end of the year.

The blackboard in this school is improved.

*No. 3.—Oneida Reservation.**First Half-Yearly Visit, 13th May, 1891.*

Miss Catharine Jackson (native) teacher. 26 pupils present ; 1 in the 4th class, 2 in the 3rd, 7 in the second, and the others in the different parts of the 1st class.

Second Visit, 22nd September, 1891.

Same teacher. 19 pupils present ; 3 in the 3rd class, 5 in the 2nd, and the others in the 1st.

At the time of my visits I wrote to the Indian agent respecting minor matters that needed attention of the local authorities.

I think it is a good plan to require an annual report on the property, and beg to suggest that a form be printed and that a duplicate be left in the school to be shewn the Inspector at each visit.

H. D. Johnson, Esq., Inspector, Middlesex, West.

*Mount Elgin and other Indian Schools,**First Visit.**Mount Elgin.*

Miss E. E. Hall's Room.—The school-room is very good and well kept. The desks, seats, windows, boards, lighting, etc., are all in a very satisfactory state.

The standing of the pupils in reading, writing, spelling, drawing and arithmetic is very satisfactory. A very decided improvement has taken place in the reading since my last visit ; there is also a very marked improvement in the readiness with which the pupils answered, and in the command of language displayed by them during their recitations.

Supplies.—Books of all kind, sufficient. Slates, pencils, crayons, brooms, blackboard, brushes, sufficient. All the supplies are in good order.

Miss McKellar's Room.—This room is in excellent order. It is kept neat, clean and tidy. A larger board has been put in since my last visit.

The room is taught at present by Miss Kate McKellar, who now holds a third-class professional certificate ; she has had no professional training or experience. The standing of

the pupils is generally very good in all the subjects taught, except the reading in Part II, and that is deficient. The work done by the pupils in the Fourth Class will compare very favorably with that done by the pupils in the same form in the Public Schools.

The order, discipline and management in both rooms are very satisfactory.

Supplies.—Books of all kinds, sufficient. Slates, pencils, pens, pen holders, maps, crayons, brooms and blackboard brushes, sufficient. All the supplies are in good order.

Church of England.

The school-house is an excellent frame building in a first-class state of repair. The walls are getting dusty. The desks are of the improved kind and in fine order. The yard is large and well fenced on all sides, but needs "tidying up;" one of the closets is clean and neat, the other is not kept in a proper state.

The school is taught at present by Miss Helen Crane. She is earnest and painstaking with the pupils, but is doing only fair work, owing to her inexperience as a teacher, and her lack of professional training. There were 27 pupils enrolled at the time of my visit; 11 present. The order was good; the standing of the pupils is only fair in all the classes.

Supplies.—Crayons, sufficient. Ink, sufficient. Pens and penholders sufficient at present, but more will be required for the winter term. Readers, sufficient. Writing books—sufficient. Slates and pencils, sufficient. Wood, brooms, etc., sufficient. Two blackboard brushes are required. The blackboard needs coating afresh. All the supplies are in a satisfactory state.

Bear Creek.

The walls and ceiling are clean and white; the floor is clean and well swept. The blackboards, windows, seats, etc., are all in a satisfactory state. The school-yard is large, fenced only in front, but not kept very tidy; the closets are clean and neat, there are no trees or well.

The school is at present taught by Mrs. Lucy Fisher, (native). She has had some experience as a teacher, but no professional training. At the time of my visit there were 17 pupils registered, 11 of these were present; 7 in Part I, First Reader; 2 in Part II, First Reader; one in the Second Reader, and one in the Third Reader. I taught all these classes in reading, spelling, oral composition and arithmetic, at the time of my visit, giving special prominence to conversations with the pupils on simple topics. The work done by the pupils in arithmetic was very creditable; the reading lacked expression.

Supplies.—Crayons, sufficient. Pencils, both kinds, sufficient. Slates, six are required, Ink, sufficient. Copy books, sufficient. Readers, sufficient. Pens and pen holders, a few more are needed. Blackboard brushes, two are needed. Brooms, wood, etc., sufficient. I spoke to the agent, Mr. Thos. Gordon, recommending that a map of Ontario, and also a map of the World, be placed in this school. I furnished him with a map of Middlesex for each of the schools on the Reserve, and these have been placed in the schools. The supplies are all in good order.

Joseph Fisher's.

The walls and ceilings are in fair order, but need whitening; the plaster is broken in a few places. The floor is clean; the desks and seats, of the kind, are in fair order. The yard is large, fenced on two sides and fairly well kept. The closets are in excellent order. There are no trees or well.

There were 16 pupils enrolled at the time of my visit—4 present; these did very fair work in reading, spelling, arithmetic, writing, and drawing. The attendance at this school has been very irregular lately.

Supplies.—Crayons, sufficient. Readers, 3 Part II. needed and 2 Second Books. Drawing books, Nos. 1 and 2—3 of each needed. Writing books, 3 needed. Pencils, both kinds,

ufficient. Pens and penholders—a half-dozen penholders and some pens are needed. Ink—one ink powder required. Slates—one half-dozen needed. Brooms and wood—sufficient. Blackboard brushes—two needed. A water pail is needed. All the supplies on hand are in very fair order.

Back Settlement.

Miss Cobban still continues to teach this school and is doing very excellent work. There were 20 pupils enrolled at the time of my visit, classified as follows:—5 in Part I., First Reader; 9 in Part II., First Reader; 3 in the Second Book; and 3 in the Third Book. I found 11 pupils present. The reading has improved very much since my last visit. Many of the pupils read now with considerable expression. The pupils have also improved very much in their English, and appear to understand the meaning of what they read. Several of the pupils did very creditable work in arithmetic. On the whole the state of this school is very satisfactory.

Building, etc.—The floor is clean and well swept. The walls and ceiling need whitewashing; the windows are in good repair. New desks are required. A new teacher's desk has been put in the school since my last visit. The yard is fenced on three sides; it is kept neat and tidy. The closets are in very fair order.

Supplies.—Crayons—One whole box and part of another. Pencils—one box of slate pencils and eight lead pencils—sufficient. Pens and penholders—nine holders and a box of pens—sufficient. Drawing books—sufficient. Readers—Part I. and Part II.—sufficient. Second Readers—six will be required after the summer holidays. Writing books—sufficient. Blackboard brushes—two are required. Wood, brooms, ink—sufficient. The slates are in only fair order; the rest of the supplies are all in a satisfactory state.

Second Visit.

Bear Creek.—I visited this school on the 24th September, in the afternoon. Mrs. Lucy Fisher (native) has still charge of the school. There were four present: two in Part I. First Reader, one in Part II. First Reader, and one in the Second Class. The work in writing, spelling, drawing, arithmetic by those present was very fair, especially in arithmetic. The reading lacks expression. The walls, ceiling, windows, blackboard, floor, etc., are in good order and well kept. The closets are kept clean and tidy.

Joseph Fisher's.—I visited this school on the afternoon of the 21st September and found three pupils present and nineteen registered. This school is still taught by Mr. Joseph Fisher (native). He does his work in a very satisfactory manner. The standing of the pupils present in reading, spelling, writing, drawing and arithmetic was very fair. The walls and ceiling are well whitewashed; the floor is well kept; the blackboard is in good order; the desks and seats are very old fashioned and in middling order; the closets are kept clean and tidy.

Back Settlement.—I visited this school on the 18th September, in the forenoon, and found nine pupils present and twenty-two registered. The school is still taught by Miss Elsie Cobban, who continues to do her work well. The work done by the pupils present at the time of my visit was very creditable. Shortly after my first visit in May this year a new teacher's desk was put into the school-room, and a few days after my second visit the old desks were replaced by new improved ones; everything now in the interior is in capital order. The yard is kept tidy, and the state of the closets satisfactory. The yard has been fenced in front by lumber since my last visit to the school.

Church of England.—I visited this school on the forenoon of the 12th October. There were fifteen present, twenty registered—classified as follows: Fifteen in Part I. First Reader, two in Part II. First Reader, four in the Second Reader, and one in the Third Reader. The attendance has increased at this school since Miss Helen Crane, the present teacher, took charge of it. The standing of those present in reading, writing, drawing, arithmetic and spelling was only fair. The order, discipline and management were fair. Everything in the interior of the school room in excellent order. The yard

was not as tidy as usual at the time of my visit on account of it being used at the time of the Muncey Fair. The closets are in good order.

Mount Elgin.—I visited both rooms of this school on the 2nd November, and found 37 boys and 35 girls registered. The manager, Mr. Shepherd, informed me that several others were out on leave of absence for a few days.

Miss E. E. Hales' room.—The school-room is well kept; the desks, seats, blackboards, lighting, etc., are all in a very satisfactory state. Miss Hales still continues to do her work well. The standing of the pupils in writing, drawing, spelling, reading and arithmetic is very good. A very decided improvement has taken place in the oral reading, many of the pupils read now with fair expression as well as understand what they read. The discipline, order and management are good. The state of the school yard, closets, etc., is satisfactory.

Miss Annie Campbell's room.—The school-room is well kept and everything in the interior in first-class order. The teacher, Miss Annie Campbell, holds a Second Class Provincial Certificate. She had only had charge of the room for a few days at the time of my visit, but from her manner and her methods of presenting her subjects to the pupils as well as her management of the classes, I feel fully persuaded that she will do excellent work.

Two of the pupils from this institution passed the High School entrance examination at the Strathroy Collegiate Institute last July. One of them, Master Alexander Charles, stood third in order of merit in a list of 73 successful candidates.

E. Scarlett, Esq., Inspector, Northumberland.

Indian School, Alderville.

First Visit.

There are on this reserve 52 pupils between the ages of five and twenty-one. Found 29 present in the school-room at nine o'clock—4 in Senior Fourth Book; 2 in Junior Fourth; 1 in Third Book; 9 in Second Book; 6 in Second Part of First Book; 7 in First Part of First Book.

Pupils orderly, attentive, and diligent. Reading very fair; spelling good; writing very neat; understand the substance of the reading lessons fairly; history and geography fairly understood; grammar, able to tell the parts of speech at sight in an ordinary reading lesson. While great allowance must be made for Indian children in the study of arithmetic, still in this school I found two pupils that would do credit to most public schools.

I found the principal, the Rev. John Lawrence, confined to bed from a fracture of the femur. However, he is now out of danger and suffers little pain. His daughter, who is twenty-two years old, is for the present in charge of the school. She has had one year's experience as a teacher in a public school in Haliburton.

There are four pupils preparing for Entrance Examination next July. School-house and outbuildings and school grounds kept clean and neat.

Second Visit.

Indian population on Reserve, 242; adult males, 66; females, 56. From 14 to 21—males, 22; females, 11. Infancy to 8—males, 26; females, 32. Population of Reserve eight years ago, 216.

45 pupils registered at school; average attendance, 29; 4 over 21 years of age; 1 over 34.

Under the present teacher, Rev. J. Lawrence, this school has made most remarkable improvement.

The premises and surroundings present a pleasing appearance. The Mission House and Church have been tastefully improved, and never since the days of Case, of pious and immortal memory, has the Indian mission and school connected therewith been actively doing so civilizing a work.

James McBrien, Esq., Inspector, Ontario.

Indian School, Township of Rama.

First Visit.

The 27th May I visited this school and found it proceeding with regularity, order and attention. I noted a perceptible improvement in the subject of arithmetic. The work in the other subjects taught was moving along the same plane of intelligence as indicated in my last report.

• Second Visit.

The 19th November I visited the school again, and found the school house and its equipment burned up and the school held *pro tem.* in the Temperance Hall. The Rev. J. Egan, the Minister in charge of the mission, is also their teacher. As he has no tools to work with yet, I think it would not be justice to him to take the status of the school until he gets into the new school house which they intend to build and equip as soon as possible.

Every time I inspect this school I feel that the teacher of an Indian school ought to be able to speak the Indian language. Hence he would have not only a better medium of communication but a deeper insight into the nature of the Indian, and, therefore, he would be better prepared to do his work efficiently.

Therefore the Dominion Government ought to establish a school for the training of Indian teachers, on the same principle as the Hon. G. W. Ross has established Model schools for the French and Germans.

R. G. Scott, Esq., Inspector, Renfrew.

Indian School, Golden Lake.

First Visit.

Attendance, classification, etc.—Number of pupils registered, 16 ; classified as follows : 1st Part of 1st Book, one girl, seven boys ; 2nd Part of 1st Book, two boys ; 2nd Book, three girls, one boy ; 4th Book, two girls.

Number of pupils present on day of inspection 10, classified as follows : 1st Part of First Book, four ; 2nd Part of 1st Book, two ; 2nd Book, three ; 4th Book, one.

Second Visit.

Pupils registered, six girls, seven boys, total thirteen, classified as follows : 1st Part of 1st Book, two girls, five boys ; 2nd Part of 1st Book, one girl, one boy ; 2nd Book, two girls, one boy ; 4th Book, one girl.

Pupils present at inspection five girls, seven boys, total twelve, classified as follows : 1st Part 1st Book, one girl, five boys ; 2nd Part of 1st Book, one girl, one boy ; 2nd Book, two girls, one boy ; 4th Book, one girl.

Studies : Reading and spelling, thirteen ; arithmetic, thirteen ; geography, nine—four girls, five boys ; writing, paper, five—three girls, two boys ; writing, slates, eight—three girls, five boys ; dictation, four—three girls, one boy.

The pupil in the 4th Book could work reduction, the compound rules, and the formal or routine work of fractions readily and accurately. Those in the 2nd Book were working short division, and those in 2nd Part of 1st Book subtraction. The writing of all the pupils was good, and that on slates by the smaller pupils was remarkably so. The pupils in the 1st Part of 1st Book could write the lessons in their book very nicely. The pupils read fluently ; the one in the 4th Book understood the meanings of the words and phrases well. Sufficient attention, however, had not been given to vocal training, to which omission the attention of the teacher was specially called. The class in geography acquitted itself very creditably.

The school-room was very neat, clean and comfortable, though it must be conceded that the building is much decayed and dilapidated. The school was well supplied with wood. The teacher is doing her work in a very satisfactory manner.

Isaac Day, Esq, Inspector, Simcoe East and Muskoka.

Indian Reserve School.

I visited this school twice during the year 1890—the first time on *10th June*, the second on *9th September*. The teacher for the year 1890 was Charles Cook, son of Chief Cook. This young man, besides having passed the entrance examination, has attended the Orillia High School for about five months. He speaks the English language fluently.

On my first visit I found seven present and fourteen names on the roll. Of those seven, one was in the Second Book, three were in the 2nd Part and three in the 1st Part. At my second visit I found eight present, one in the 4th Book, two in 2nd Book, two in the 2nd Part, and three in the 1st Part.

I found the girl in the 4th Book able to write, read, spell and to work arithmetic very well. Besides she knew a little geography and a little history. The reading of the other classes was very poor, as were the arithmetic and spelling. The writing was good. These pupils had no knowledge of any of the other subjects worth speaking about. Although the teacher used the English language as much as he could the pupils seemed to make very little progress in it. This is not strange since English is never spoken at home. Very little can be done at school.

The apparatus was the same at my second as at my first, visit viz. : two good maps, one of the World and one of the Dominion ; one globe, one chair, two blackboards, chalk and eraser, one broom, one stove.

The building was quite clean and neat, but the teacher told me it was very cold in winter. There were two closets, both clean. There is no well belonging to the school. The children get water at a farm house just beside the school.

R. McNaughton, Esq., Inspector, Stormont.

Indian School, Cornwall Island.

First Visit.

I, this day, *19th June, 1891*, visited the school for Protestant Indians on Cornwall Island, which is conducted by Mr. Louis Benedict, a native teacher trained at the Brantford Institution.

The number of pupils enrolled during the quarter was 18, and the number present on the occasion of my visit was 13. The pupils were all young and not far advanced in their

studies, but they seemed to be making fair efforts at acquiring a knowledge of the ordinary branches of a primary English education, although the habitual use of the Iroquois language in ordinary conversation, among other causes, interferes with their progress.

The school house, which also serves for a chapel, is a good frame building erected in a beautiful situation, commanding a fine view. The site is adorned with shade trees and equipped with the necessary outbuildings.

The school is furnished with a teacher's desk, as well as a fair supply of writing desks and seats for pupils, all of which are in fair condition.

The maps are in an excellent condition, and comprise the following : 1, Hemispheres ; 2, Provinces of Ontario, Quebec, New Brunswick, Nova Scotia, and Prince Edward Island ; 3, New Brunswick (on a large scale); 4, the British Isles. There is also a small globe.

There are also the following equipments: A numeral frame, an incomplete set of tablet lessons, and a blackboard ; these are in a fair condition.

The stove and pipes are in a satisfactory condition.

Second Visit.

I visited the school for Protestant Indians on Cornwall Island on the *11th September, 1891*, and found the school under the management of the same teacher and furnished with the same equipments as during my previous visit.

The number of pupils present was 11, and the number enrolled for the month was 13.

Those present were learning to read and spell in the First, Second and Third Classes ; the progress and prospects of the school were of the ordinary character, and accompanied with the usual drawbacks pertaining to Indian schools.

The pupils' desks as well as that of the teacher are good, and apparently sufficiently numerous for the present attendance. There are four maps, a few tablet lesson cards, and a blackboard, all in good condition.

A supply of copy books for primary classes is needed.

A. B. Davidson, Esq., Inspector, York North.

Indian School, Georgina Island.

On the *31st April, 1891*, I visited the school.

Attendance.—Enrolled during the first quarter of the year, 23 pupils ; and for the second, 18, of whom 11 are boys and six girls, classified thus: Part I., 10 pupils ; Part II., 2 pupils ; Second Book, 1 ; Third Book, 5 ; and Fourth Book, 1.

Classification.—The pupil in the fourth class was reading on page 263 and did so fairly well. In spelling, geography, and arithmetic the work was very creditable. The third class was reading on page 96, and I may say that with the exception of the pupil in the Fourth Reader all the pupils in the school read very low and monotonously. In spelling all did very well. Second book read on page 102. Pupils in the Third Reader could do simple problems in arithmetic, involving a knowledge of the simple rules, and all below were doing a little in arithmetic. The writing and drawing were very satisfactory, especially the former. If the younger pupils were supplied with kindergarten drawing books and some of the kindergarten material, it would relieve the monotony of the school room very much to them. The singing by the pupils was good and will improve, as they are again under the care of an efficient teacher, Mr. Robert Mayes, who formerly taught the school very successfully.

The school is a frame building, comparatively new, painted white and surmounted by a belfry and bell, and entered by a porch. There is sufficient playground, and fairly

suitable for the purpose. Inside, the furniture consists of eleven good modern desks and seats, together with six wall-forms, teacher's table, cupboard, three chairs, stove, maps of Dominion, Ontario, the World. A few tablets on the walls, a good blackboard, and everything neat and clean.

A new dwelling-house is being erected for the teacher, and this, I hope, will contribute to the permanency of the present incumbent. Changing teachers has been the greatest drawback to the success of this school hitherto. Mr. Mayes is well suited to the position, being assiduous and enthusiastic in his work; at the same time commanding the fullest confidence and respect of both children and parents.

D. McCaig, Esq., Inspector, District of Algoma.

Protestant Indian Schools in the District of Algoma.

5th February, 1891.—Visited *Shingwauk Boy's Home*, found in attendance twenty-five boys, with classes ranging over first four books of authorized series; found also a few boys in the highest class preparing for Entrance examinations.

This school is conducted as an Industrial school, the half-day system being adopted, boys being employed during the other half-day in the workshops, or on the farm connected with the school. At the time of my visit, the school was taught by a Mr. McCallum, holding a Third Class professional and a Second Class non-professional certificate. Mr. McCallum was then fulfilling his third year's engagement, and was doing good and faithful work among his Indian boys.

Writing, spelling, history, geography, drawing and grammar would compare favorably with the average white school of the district. Reading and arithmetic I have always found to be weak points in Indian schools.

Visited this school again in *September*, and found in attendance 27 pupils, with 45 names on the register. The school was at this time made up largely of new pupils. A change of teachers had also taken place. Things were, therefore, somewhat disorganized, and classes improperly graded, and the school not by any means in as satisfactory a state as I had previously found it.

6th February.—Visited *Garden River Indian School*. This school has been taught for the past three years by a Miss Lena Brown, and outside of the industrial schools, has always been one of the best conducted Indian schools in the district, while the attendance has generally ranged between 30 and 35. This year, however, on account of sickness, the attendance has been low. At the time of my visit I found only 17 names on the register, with 8 Indian and 7 white children in attendance. The prevailing trouble of last winter—*la grippe*—had kept the school low during a great part of the winter term. Found classes ranging over first three books. Here I found reading better than in any Indian school in the district, with other subjects better up than in most of these schools.

Visited this school again on *4th September*, but found it closed and teacher absent, from some cause which I was unable to discover. I had been told at the Indian Agency in Sault Ste. Marie, that the school was in operation, but found after driving 12 miles, that I had been misinformed.

6th February.—Visited *Wawanosh Home for Indian Girls*, and found in attendance 14 Indian girls, with 16 names on the register. This is also an industrial school, and fairly well conducted. Order, cleanliness and progress were found to be very satisfactory. Writing, drawing and spelling might be considered as good in all classes. Reading and arithmetic, medium. History, geography and grammar, fair. Taking the general standing of Indian schools, this one may be classed as very good, and affords a strong argument in favor of the industrial system being adopted in all Indian schools.

Visited this school again on *4th September*, and found entered on the roll 24 names and 24 pupils present; found the classes very much as at my winter visit, except that the school had increased considerably, and that the additions had been made to the lower classes. The standing of the whole school was therefore somewhat lower than at my former visit.

17th February.—Visited *Sucker Creek Indian School*; found only 6 pupils present reading in the First and Second books. This school-house is wholly unfit for occupancy in winter. Found the snow blowing in through the roof. No ceiling in the school-room. When I arrived there about half-past nine o'clock, found no fire had been kindled. Teacher and children shivering round a cold stove, and nothing but green wood lying out under the snow to start a fire with. I have repeatedly reported this condition of affairs to the Indian Agent at Manitowaning, but no improvement has yet taken place. A little reading, writing, spelling and simple addition covers the whole work attempted in this school.

Made a second visit on *17th September*, but found teacher had been just married, and school closed, as no other teacher had yet been employed.

17th February.—Visited *Sheguiandah Indian School*, and found entered on the register 21 names, but only 8 pupils in attendance, all in the First Book. Could report no progress. The standing of this school has always been low, and the attendance extremely irregular. Parents are utterly careless, and any attempt at coercion only makes matters worse.

Paid my second visit to the *Sheguiandah school* on *17th September*. Found matters but slightly improved since former visit. Twenty-three names were found on the register, and 10 in attendance reading in the First and Second parts of First book. Reading utterly bad, spelling medium, and arithmetic nil; causes, irregularity of attendance and lack of energy on the part of the teacher, who has gradually come down to accept his shortcomings instead of trying to improve them.

Rainy River Indian Schools.—In the Rainy River district there are four Indian schools all situated on the banks of the Rainy River, and placed at intervals of from 10 to 15 miles from its mouth along the river up to near Fort Francis, a distance of about 90 miles.

Hungry Hall Indian School.—Is located near the mouth of Rainy River, about 1 mile inland. I visited this school on *27th May*, and found in attendance one solitary little Indian attempting to read in the first book, but scarcely knowing a word of three letters, and nothing at all about the meaning of what he was trying to read. This school is taught by a Mr. Robert Miles, whom I found putting in time quite comfortably, and I think satisfactorily to himself, at least. The average attendance for the winter three months was about 5, but scarlet fever I was informed, was at the time of my visit prevalent in the reserve, which had reduced the school to the condition in which I found it.

28th May.—Visited *Long Sault Indian School*, and gathered the following information from the Chief of the reserve, the teacher being absent on account of sickness: Classes 1st to 3rd Books inclusive; average attendance about 15, and from what I could judge from the school-house inside and outside, having about the average standing of Indian scholars; found copy books fairly well written.

29th May.—Visited *Manitou Indian School*. It is taught by a Mr. R. Gill. Average attendance 12, with classes ranging over first three books of the authorized series. Standing—reading poor, spelling and writing fair, arithmetic low. Other subjects not taken up.

29th May.—Visited *Little Forks Indian School*, which is taught by a Mr. Wm. Wood, who appears to be doing fair work so far as this is possible under the present system of managing Indian schools. For six months previous to my visit, the average attendance was about 16, and classes ranged over the first three books of the authorized series, with standing slightly above the average of ordinary Indian schools.

In again presenting my Annual Report of the Indian Schools in the District of

Algoma, I regret that in some instances the report is not so satisfactory as I could wish, but I have come to the conclusion that the educational system which has proved itself a success with the white race, is almost a total failure when applied to the Indian. From careful observation, now extending over six years, I am fully convinced that only the industrial system wherein Indian children are taken away wholly from the control of their parents, will secure anything like satisfactory results, or make any adequate return for the money spent by the Government in its attempts to educate this people.

Rev. George Grant, Inspector, Districts of Nipissing and Parry Sound.

Indian Schools.

Although the hindrances complained of in previous reports still exist, and have operated injuriously during the present year, nevertheless fairly good work has been done in all the schools.

Three of the teachers resigned their positions at midsummer and left the districts, viz., Miss A. M. Nicholson, of Henvey Inlet, Miss Josephine Good, of No. 1, Parry Island, and Miss Emma Nicholson, of No. 2, Parry Island. These resignations led to further changes. It was found expedient to transfer Miss Clara Martin from Beaucage Bay to No. 1 Parry Island, and Mrs. Isabella Johnston from No. 1 Shawanaga to Beaucage Bay. To fill the vacancies thus created, three young and inexperienced teachers had to be employed, viz., Miss Mary Pace for No. 2 Parry Island, Miss Cassie Harrison for No. 1 Shawanaga, and Miss M. E. Frances for Henvey Inlet. Net result: A change of teachers in every school in the two districts within the year.

The whole staff with the exception of Mrs. Isabella Johnston are now English-speaking white teachers. Experience and observation have fully convinced us that white teachers, even when young and inexperienced, are far superior to the native teachers. As long as these schools have remained under the care of natives no progress of any practical consequence has been accomplished; it is only since we have been able to put them in charge of white teachers that any real progress has been made.

Nipissing District.

Nipissing Reserve, Beaucage Bay.

First Visit, 21st January—Teacher, Miss Clara Martin, holds a Third Class Literary Certificate, Provincial. The register showed a total of 12 pupils on the roll, classified as follows: Third Book, three; Second Book, four; Part I. First Book, five; average attendance, nine; present on day of my visit, eight. Those in the Third Book read fairly well, speaking out in a clear voice and pronouncing the words distinctly. They have already acquired a sufficient knowledge of the English language to be able to converse freely on ordinary topics. Spelling quite as good as usually found in third classes. Arithmetic, class working at multiplication, two figures in the multiplier. Gave for composition, "A familiar letter to cousin John, telling him how you are getting on in school." All made a very creditable attempt at writing such a letter. Those in Second Book also read and spell fairly, pronunciation distinct. Arithmetic, class in addition, can count up to 100 and set down numbers from dictation up to thousands. General impression—The school is doing well.

Second Visit, 30th September.—On roll, fourteen; average attendance, eight; present, nine. Promotions had been made in the meantime, hence those present were classified: Third Book, senior class, three; junior class, three; First Book, Part II., two; Part I., one. Third class: Reading and spelling much the same as on former visit. Arithmetic: The senior class was working in long division, the junior (recently promoted) in short division. Both sections of the class seemed to have a fair knowledge of the subject as far

as they had gone. The writing in the whole school was rather poor. Drawing : Third class just beginning.

Parry Sound District.

No. 1 Parry Island.

First Visit, 4th March.—Teacher, Miss Josephine Good holds a certificate from the Department of Indian Affairs. Pupils entered upon the roll 22, classified as follows : Fourth Book, one ; Third Book, five ; Second Book, two ; First Book, Part II., three ; First Book, Part I., eleven. Average attendance for the months of January and February, thirteen ; present on the day of my visit : Third class, five ; Second, two ; first part Second, two ; Part I., six ; in all, sixteen. Third class : Two could read and spell very well ; reading clear and intelligent ; spelling quite up to the average of ordinary third classes ; the other pupils indifferent in both subjects. Arithmetic : One had gone as far as G.O.M., and all could work questions in multiplication freely. Second class : Reading and spelling, reasonably good ; arithmetic, fair. The work in the primary classes was somewhat similar for its grade. Writing, especially in the senior classes, decidedly good. General impression—The school is doing satisfactory work.

Second Visit, 1st September.—On roll for term, 12 ; present on day of my visit, 9, as follows : Third class, three ; Second, two ; first part Second, one ; first part First, six. Third class now working in long division, second class at short division ; both had a fair knowledge of the subject. Spelling and dictation not materially different from what they were at time of previous visit. No grammar or history taught this half year. Drawing at a standstill for lack of drawing pencils. Geography indifferently taught from the old pictorial map ; advised something more in accordance with modern ideas.

No. 2, Parry Island.

First Visit, 13th May.—Teacher, Miss Emma Nicholson ; holds a temporary certificate until July, 1891. Pupils on roll, ten, classified as follows : Third Book, four ; Second Book, four ; First Book, Part II., one ; First Book, Part I., one ; average attendance since January, five ; present on day of my visit, third class, two ; second class, two ; first class, one ; in all, five. The attendance of pupils in this school has always been very small, nevertheless it includes most of the children of school age resident in this part of the island. Reading, spelling and dictation very good ; writing, superior. Arithmetic : One pupil of third class could do any question in Kirkland and Scott's small arithmetic ; the other was working intelligently in fractions. Second class at long division ; composition, all failed at letter writing. This school has been well taught for the past year or two.

Second Visit, 2nd September.—On roll since July 1st, six ; present on day of my visit, six. Reading, spelling and dictation, good ; writing, very good ; drawing, Canadian series, rather indifferent ; geography, fairly started ; arithmetic, doing well. School material on hand at the date of visit : Third Readers 4, Second 5, First Book, Part Second, 2, arithmetics 6, geographies 6, copy books 13, drawing books 13, lead pencils 5, slate pencils 1 box, pen holders $\frac{1}{2}$ dozen, ink balls 1 box, maps (useless) 2, blackboard 1, clock 1, tablet lessons and furniture for residence.

No. 1, Shawanaga.

First Visit, 6th March.—Teacher, Mrs. Isabella Johnston, holds a District Certificate. On roll, 21, classified as follows : Fourth Book, one ; Third Book, two ; Second Book, six ; First Book, Part II., seven ; First Book, Part I., five ; average attendance, 18 ; present on day of my visit, Fourth class, one ; Third, two ; Second, five ; Part II., six ; Part I., four ; in all, 18. Arrived at 10 a.m. ; found school house cold, cheerless and untidy. Reading, very poor, low, drawing and indistinct. The pupils could pronounce the words, but read the passage apparently without any regard to its meaning. Spelling, fair ; dictation, fair ; drawing, just fairly started at the Canadian series ; writ-

ing, 15 copy books, doing fairly well ; arithmetic, fourth class in reduction, third in short division, second at simple multiplication. None of the classes showed any aptitude in this subject. General impression—Native teachers are a failure.

Second Visit, 28th October.—On roll for term, 18 ; present on day of my visit, 13. New teacher in charge, school clean and pupils orderly ; condition of classes much the same as on former visit. We confidently look for improvement under the new regime.

No. 1 Henvey Inlet.

Visited 27th May.—Teacher, Miss A. M. Nicholson, holds a Literary Third Class Certificate, Provincial. Pupils on roll, 35, classified as follows : Third Book, three ; Second Book, five ; First Book, Part II., nine ; First Book, Part I., 18 ; average attendance, 13 ; present on day of my visit, Third Class, two ; Second Class, four ; First Part Second, four ; First Part First, 10 ; in all, 18. Marked improvement is evident in every department of this school since the present teacher took charge. The school is now well attended and doing good work. Arithmetic : Third class working in division, second in multiplication. Writing : Third, second, and part second write in copy books, 17 in all. Drawing : A good start made, but drawing books on hand only to supply third and second classes. Composition : Third class made a creditable attempt at composing a familiar letter. Reading, spelling and dictation in all the classes fair. General impression—Present teacher is doing excellent work.

C. Donovan, Esq., Inspector, Roman Catholic Indian Schools.

Bassiva Village.—The regular teacher of this school was absent through sickness at the time of my visit on the *2nd September, 1891*. Her brother Ignatius Cabow, an intelligent young native, well acquainted with English, conducted the school in her stead. The attendance was small, only five children being present, and the total enrolled did not exceed eleven. The course includes reading, spelling, writing and arithmetic, in which not much more than a beginning had been made ; but I was informed that the pupils who attend in winter are more advanced, though not reaching beyond the work of the Second Reader. The building is of log, fairly comfortable as to heat, light and ventilation ; but the grounds are rough and wild, and there are no closets.

Wikwemikong Industrial Institute.—(Boys' Divisions).—Visited *2nd and 3rd September*. This is a vigorous, well-managed institution, the Jesuit Father, Rev. Gaston Artus, being in charge. At the time of my visit I found an enrolment of 68 and an attendance of 50 (boys), composed of two departments with two teachers, assistants to Father Artus. The curriculum embraced all the work of the school programme as far as Form 3, the whole being conducted in the English language. In connection with this, I take the liberty of advising that the work of the primary classes consist largely of object and language lessons, as being the best means of laying the foundation of the school course. In the matter of accommodations and equipment, there is little to complain of. The building is in good condition ; the rooms are commodious, airy and cheerful ; the grounds are well kept, and the closet accommodation is in a satisfactory condition. There are still required for use, however, a globe, more blackboards, several seats with backs, and a supply of books and slates. It may be well to state that the better the teachers are acquainted with the Indian (as well as with the English) language, the more rapid will be the progress of the pupils. Incidentally I noticed the provisions made for teaching the boys the principal mechanical trades, and was highly pleased with the results. The Institution in all its parts is worthy of the highest commendation.

(Girls' Divisions).—Visited *3rd September*. This department of the Institute, conducted by sisters of the community of the Daughters of Mary, under the supervision of the Jesuits, appears to be in a healthy, flourishing condition. When I visited, the register

showed an enrolment of 78, and the attendance was 63. Formerly, one teacher was considered sufficient, but at the beginning of the present session an additional teacher was employed, and now there are two separate divisions. The course of teaching here runs to the Fourth Form and includes all the subjects of the programme of studies, except English history. The results of my examination showed that the work of the school is conducted with the greatest attention—the pupils as a body answering well, exhibiting a neat and happy appearance, and observing excellent order. The remarks made in the boys' report as to object and language lessons and a knowledge of the Indian language, will also apply here. The premises and accommodations are about all that can be desired. The play-ground is rather limited, but a larger one is about to be provided. There is also a scarcity of maps and no globe. I took great pleasure in examining the needle work and knitting done by the girls, and in observing many of them engaged in cooking, ironing and other branches of household work. Like that of the boys' department, the whole routine of duties here is of an intensely practical nature, well calculated to train the pupils for the affairs of after life.

Wikwemikongsing.—Visited 3rd September. The school-house of this place was recently burned, but a new one is in course of erection. Meanwhile the classes are conducted in the vestry of the chapel. The attendance when I visited was small, only six pupils being present. The register showed an enrolment of 21, but the attendance, as I was informed, is very irregular—the pupils being often kept home for insufficient reasons. The teacher, Miss Elizabeth Proulx, a native, has a very good knowledge of English. The work does not go beyond the Second Form, and the pupils while doing some reading, writing, spelling and arithmetic, do not appear to understand much of anything. The desk and seats are rough and awkward, the blackboard is a poor one, there is a dearth of readers, pencils and slates, and there is no closet. The work of the school does not go beyond Form 2. The present teacher is not devoid of ability, but has held the position only a short time.

South Bay.—Visited 4th September. The teacher of this school, Mrs. Madeline King, a native, has a good knowledge of English and teaches with considerable ability. So far as irregular attendance and poor accommodations will allow, she produces good results. There were 9 pupils present at the time of my visit, and 23 names on the register. The building is out of repair, there is no closet on the premises, the desks and seats are dilapidated, the stove cannot be used, and there is a scarcity of slates, pencils and chalk. Form II. is the limit of school work, which includes reading, spelling, writing and arithmetic. Referring to the matter of accommodations, I may state here what will apply elsewhere as well, that when schools are properly equipped and otherwise made comfortable, the attendance is always larger and steadier than in schools of the opposite description.

West Bay.—Visited 7th September. The school population of this village is comparatively large, but the attendance is small and irregular. On the day of my visit I found 38 names enrolled, but only 8 pupils present. The Second Form is the highest, and reading, spelling, writing and arithmetic comprehend the course, in which, however, the pupils have made very little progress. The situation considered, I found the accommodations satisfactory, with some exceptions, for instance, that the essential requisite, a water closet, was, as usual in these schools, conspicuously absent. Pens and ink were also wanting. The teacher, Miss Emma Donohue, has a Quebec diploma.

Sagamook.—Visited 8th September. In this school I found only 4 children present, and these were in the tablet class. Twenty-three names appeared on the roll. Here, again, the attendance is generally small and irregular. The chief reason given is indifference on the part of both parents and pupils. The teacher, Miss Harriet Atchitawence, a native, has a good knowledge of English. The building (log) does not afford sufficient warmth, the situation being much exposed, the floor chinky and the stove-pipes dangerous. The furniture is composed of long benches (some without backs) and a small blackboard. There is no map, no ink, and not enough of books and slates. The site is open to view from all sides, and there is no closet.

Serpent River.—Visited 10th September. On reaching this village I found that the school was closed, the teacher having gone some distance on a visit. An examination of the premises showed a rather neat-looking frame building, with a clean, tidy and comfortable room, capable of accommodating about 30 pupils; an ample supply of good seats, but a lack of desks; a good blackboard, a map of the World and of the Dominion, and an open playground, but no apparent closet accommodation. The teacher, Mrs. Mary Cadd, is, as I am informed, English-speaking, and possessed of considerable experience.

Mississaga.—Visited 11th September. The attendance at this school on the day of my visit was meagre—only 9 pupils out of an enrolment of 29, and it appeared from the register that the attendance had seldom been higher. The work includes that of a Junior Fourth Class, composed of two white children, but the bulk of the pupils (Indians) have not advanced beyond the Second Part of the First Book, and know very little of anything. The building—frame—is much in need of repairing; the room is clean and well-lighted, but apparently ill-guarded against cold; the yard is open and contains a double closet, which, however, should be divided in two and separated for the sexes. The supply of desks and seats appears to be sufficient, but the blackboard is entirely inadequate. The teacher, Miss Helen Donohue, has considerable experience, is without Ontario qualifications, but holds a certificate from Quebec.

Garden River.—Visited 14th September. Apart from the institutions at Wikwemikong and Fort William, the school at Garden River is the most vigorous and successful Indian school in my division—Rev. Thomas Ouellet, S.J., in charge. The best evidence of its excellent management is the fact that the school is always largely attended. On the day of my visit I found 58 names on the register, and as many as 38 pupils present, although the vicinity was much disturbed by a great mill fire then in progress (September 14). The four forms of the ordinary school are here, regularly classified, and all the subjects of the programme, except history, are successfully dealt with. In fact, although there are three languages in the locality—English, French and Indian—the children of the school get through their school work, all in English, with almost as much facility as if they were English-speaking pupils. Some requisites are wanting, such as a large blackboard, more maps, a globe, and improved flooring. The building is not pretentious, but everything about the place has a neat, tidy, pleasant appearance.

Red Rock.—Visited 18th September. This is another irregularly and thinly attended school. Only 14 names were on the list, and only 1 pupil was present the day I called. The teacher, Mr. Joseph A. Blais, with five years experience, has no certificate, is French-speaking, but has a good knowledge of English. His highest class is the Second Form. The building is a large, well-looking frame, and is used conjointly as a school and a teacher's residence. The yard is rough and wild, and has no closets. The equipments consist of some long desks and benches (without backs), a small blackboard, maps of the Dominion and Ontario, and a good stove—though the teacher complains of the difficulty of keeping the room warm in winter. The supply of slates and books was also reported limited, and there was no register nor any other regular means of keeping an account of the attendance. Referring to the last item, I advise that the Ontario daily register be used in all the Indian schools as being the most suitable for the purpose.

Fort William.—Visited 17th September.—Boys' Department.—This is a small school, but is well organized and does good work. The teacher, Miss Zoe Castillou, is French-speaking, but has a good knowledge of English, and is most attentive and assiduous. I found 16 names enrolled and 12 pupils present, ranging from the first to the third forms, inclusive. All the subjects of these forms are duly attended to, and with gratifying results. The building is a fairly good frame, the room is large enough, but in need of repairing and cleaning. The heating is defective, but the lighting and ventilation are satisfactory. There is a full supply of desks, seats and maps, with a good globe. The closets are much too close to the class room. The attendance since vacation has been quite regular.

Fort William.—Visited 19th September.—Girls' Department.—This is the larger school of the two, even allowing for the attendance of some 20 little boys in this department. The total is 58, of whom 48 are orphans. The number present at the time of my visit was 47. Form III. was the highest, and the studies pursued included all the branches on the school programme within this limit—the whole work proceeding in a highly satisfactory manner. Among the most gratifying features noticeable were the lively interest manifested by the pupils in their duties, and the excellent system of discipline under which they were managed. Kindergarten exercises form part of the routine, and with valuable results. The practical part of the pupils' development is also successfully dealt with, as I could well see from the specimens of sewing, knitting, cooking, and other domestic duties performed by the girls. The Sisters of St. Joseph are in charge of the whole, working with their usual zeal and success—one of their number having charge of the school duties, which are, however, too onerous for one teacher. The school requisites are well supplied, except in regard to reading tablets, proper fencing, and fuel, which latter is reported as being insufficiently furnished.

The schools at *Sheshegowaning* and *White Fish Lake* were not visited, owing to the extreme difficulty of reaching these points during the fall of the year.



SARNIA COLLEGIATE INSTITUTE—OPENED DECEMBER 17TH, 1891.

4. HIGH SCHOOL INSPECTION.

Report of J. E. Hodgson, Esq., M. A., Inspector, Western District.

This Report is arranged under the same headings as used in the individual reports of inspection ; where grading is given, I is the highest, and IV the lowest.

ACCOMMODATIONS.

	Water Closets.	Water Supply.	School Grounds.	School Building.	Class Rooms.	Halls.	Waiting Rooms.	Cap Rooms.	Teachers' Rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.

COLLEGIATE INSTITUTES.

Brantford	I	I	III	II	I	II	...	...	III	II	I	II	I	I
Chatham	I	I	I	I	I	I	II	I	II	I	I	I	I	I
Clinton	I	II	II	II	III	II	...	...	III	II	I	II	I	II
Galt	II	II	I	I	III	IV	II	...	I	II	I	II	I	I
Ingersoll	II	II	III	III	III	III	...	III	...	III	I	III	I	I
London	I	I	I	I	I	I	...	...	I	I	I	II	I	I
Owen Sound	II	I	I	I	I	I	...	...	I	II	I	II	I	I
Parkdale	I	I	I	I	I	I	I	...	I	I	I	I	I	I
Ridgetown	III	II	I	II	I	II	...	III	II	I	I	I	I	I
Seaforth	I	II	II	I	I	I	...	II	II	II	I	II	I	I
Stratford	III	I	II	I	II	III	...	I	II	II	I	IV	III	III
Strathroy	II	III	II	III	III	III	...	...	...	I	I	III	II	III
St. Catharines	III	I	III	II	II	II	...	...	III	II	I	II	II	II
St. Mary's	III	III	II	II	III	II	...	III	II	II	I	III	I	III
St. Thomas	III	III	I	II	II	II	...	...	II	I	I	III	I	I
Woodstock	III	III	II	I	I	II	...	...	...	I	I	II	I	III
Toronto (Jarvis St)	I	I	I	I	I	I	I	I	I-II	I	I	I-II	I	I

HIGH SCHOOLS WITH THREE OR MORE TEACHERS.

Aylmer	II	I	I	I	II	II	I	...	I	I	I	I	I	I
Berlin	II	II	I	II	II	III	I	...	IV	II	I	II	IV	IV
Caledonia	II	III	IV	III	III	IV	...	...	...	III	II	III	IV	III
Dunnville	II	I	...	II	II	IV	...	...	...	III	I	II	I	I
Dundas	IV	III	IV	III	I	II	...	...	III	II	I	IV	I	I
Dutton	IV	III	III	II	III	IV	...	...	IV	...	II	IV	III	II
Essex	II	II	I	I	I	I	...	...	...	II	I	I	III	III
Fergus	III	III	...	II	II	III	...	...	III	I	III	I	IV	IV
Glencoe	I	I	I	I	II	I	...	...	I	I	I	I	I	I
Harriston	I	III	II	II	II	III	...	...	IV	II	I	I	I	I
Kincardine	I	III	I	II	II	II	...	...	II	II	I	III	IV	IV
Listowel	II	III	I	I	II	II	...	...	II	II	I	III	II	II
Mitchell	III	III	IV	II	II	II	...	...	IV	III	I	III	III	II
Goderich	I	I	II	I	I	I	...	...	II	I	II	I	I	III
Mount Forest	I	I	I	I	I	I	...	...	I	I	I	I	I	I
Orangeville	II	...	III	II	III	IV	...	...	...	III	II	III	IV	III
Paris	III	II	IV	III	III	I	...	...	...	II	II	III	I	I
Parkhill	I	III	I	I	I	I	...	...	IV	...	I	II	I	I
Petrolea	III	III	II	II	II	III	...	...	...	II	I	II	I	III
Sarnia	I	I	I	I	I	I	...	...	I	I	I	I	I	I
Simcoe	I	III	II	III	III	...	...	...	IV	...	III	I	IV	I
Walkerton	I	III	I	I	II	II	...	...	II	II	I	III	I	I
Welland	III	I	I	I	III	II	...	...	III	II	II	III	III	I
Windsor	I	I	I	I	I	I	...	...	I	I	I	I	I	I
Elora	...	III	III	IV	III	IV	...	...	...	IV	II	III	IV	IV
Niagara Falls	III	...	III	...	IV	...	...	...	I	III	IV	IV	IV	III
Port Elgin	II	III	I	II	I	IV	...	...	IV	...	II	III	I	III

ACCOMMODATIONS.

	Water Closets.	Water Supply.	School Grounds.	School Building.	Class Rooms.	Halls.	Waiting Rooms.	Cap Rooms.	Teachers' Rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.

HIGH SCHOOLS WITH TWO TEACHERS.

	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Arthur	II	III	II	I	...	I	...	...	I	I	I	I	I	I	I	I
Beamsville .....	...	I	III	I	I	...	...	...	I	II	I	I	I	I	I	I
Cayuga .....	...	III	IV	IV	II	III	...	II	...	III	I	I	II	II	II	I
Grimsby	III	II	III	IV	II	IV	...	...	...	II	II	III	III	IV	IV	IV
Niagara .....	...	III	III	I	II	...	...	...	...	III	I	I	III	I	III	I
Oakville	III	III	IV	IV	II	III	...	II	...	II	II	IV	IV	IV	IV	IV
Port Dover	III	III	II	III	II	III	...	IV	II	II	I	II	I	II	II	II
Port Rowan	IV	III	III	IV	III	III	...	IV	...	III	III	II	I	IV	IV	IV
Smithville	II	I	I	I	I	II	...	...	II	II	I	I	I	I	I	I
Streetsville	IV	III	III	I	III	IV	...	...	...	IV	III	IV	IV	IV	IV	IV
Thorold	I	I	I	I	I	II	...	...	II	II	II	III	I	I	I	I
Tilsonburg	II	II	III	II	II	II	...	...	...	II	I	III	I	II	II	II
Vienna	IV	I	III	IV	II	IV	...	IV	I	II	I	I	IV	IV	IV	IV
Wardsville .....	...	III	III	I	II	IV	...	...	...	III	I	III	III	III	III	III
Waterdown	II	III	III	III	II	...	...	...	...	III	II	II	IV	IV	IV	IV
Weston	III	III	II	III	II	...	IV	...	III	III	II	I	III	III	III	III
Lucan	I	I	I	I	I	I	...	II	I	I	I	I	I	I	I	I
Hagersville .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Forest .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Summarized the grading is as follows: The Roman numeral at the head of each column indicating the grading and the Arabic, numerals, indicating the number of schools in each grade of the various items.

ACCOMMODATIONS.

(a) COLLEGIATE INSTITUTES.

	I	II	III	IV	None
Water closets	7	3	7	...	...
Water supply	8	4	5	...	...
School grounds	8	6	3	...	...
School building	8	7	2	...	...
Class rooms	8	4	5	...	...
Halls	6	8	2	1	...
Waiting rooms	2	2	1	...	12
Cap rooms	6	1	3	...	7
Teachers' private rooms	6	5	3	...	3
Desks	8	8	1	...	...
Blackboards	17	...	...	...	...
Lighting	4	8	4	1	...
Heating	14	2	1	...	...
Ventilation	11	2	4	...	...

(b) HIGH SCHOOLS WITH THREE OR MORE TEACHERS.

	I	II	III	IV	None
Water closets.....	8	9	6	3	1
Water supply.....	8	3	15	.....	1
School grounds.....	11	5	4	5	2
School building.....	10	10	5	1	1
Class rooms.....	7	10	8	2	.....
Halls.....	6	6	5	8	2
Waiting rooms.....	2	1	.....	.....	24
Cap rooms.....	2	3	3	6	13
Teachers' private rooms.....	7	2	2	2	14
Desks.....	4	13	8	2	.....
Blackboards.....	17	7	1	2	.....
Lighting.....	7	6	10	4	.....
Heating.....	13	2	4	8	.....
Ventilation.....	11	3	8	5	.....

(c) HIGH SCHOOLS WITH TWO TEACHERS.

	I	II	III	IV	None
Water closets.....	2	3	6	3	3
Water supply.....	4	3	10	.....	.....
School grounds.....	3	4	8	2	.....
School building.....	7	2	4	4	.....
Class rooms.....	4	11	2	.....	.....
Halls.....	2	3	4	4	4
Waiting rooms.....	.....	.....	.....	.....	17
Cap rooms.....	1	3	.....	4	9
Teachers' private rooms.....	4	3	.....	.....	10
Desks.....	2	8	6	1	.....
Blackboards.....	10	5	2	.....	.....
Lighting.....	8	3	4	2	.....
Heating.....	7	2	4	4	.....
Ventilation.....	7	2	2	6	.....

Within the last two years new buildings have been erected and equipped at Windsor, Sarnia, Essex, Arthur and Hagersville, and very material improvements in accommodations, have been made at Toronto (Jarvis St), Goderich, Kincardine, Harriston and Lucan. Apart from the Collegiate Institutes there are few schools supplied with a gymnasium: Aylmer, Vienna, Mitchell and Port Elgin, are the only ones.

EQUIPMENT.

COLLEGIATE INSTITUTE.

	Library.	Apparatus.	Maps, etc.	Gymnasium.	Equipment.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Brantford.....	436 30	767 81	108 00	900 00	100 00
Chatham.....	505 00	779 00	117 00	600 00	200 00
Clinton.....	280 61	808 00	211 38	500 00	154 00
Galt.....	658 74	817 40	171 00	1600 00	100 00
Ingersoll.....	482 87	470 38	127 00	600 00	75 00
London.....	663 95	1345 00	215 50	.....	.....
Owen Sound.....	562 30	1215 78	167 50	350 00	350 00
Ridgetown.....	503 15	797 93	96 50	400 00	108 38
Seaforth.....	662 00	574 00	155 00	500 00	100 00
Stratford.....	518 33	1006 78	193 65	.....	.....
Strathroy.....	515 01	543 00	105 20	380 00	113 55
St. Mary's.....	479 17	505 85	125 00	400 00	150 00
St. Catharines.....	507 26	523 41	127 00	400 00	100 00
St. Thomas.....	577 03	462 61	125 00	675 00	150 00
Toronto (Jarvis street).....	541 25	1135 80	366 50	4000 00	500 00
Toronto (Jameson avenue).....	750 00	1589 00	128 00	4000 00	500 00
Woodstock.....	616 75	923 58	134 50	2000 00	200 00

THREE OR MORE MASTERS SCHOOLS.

	Library.	Apparatus.	Maps, etc.	Gymnasium.	Equipment.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Aylmer.....	506 61	482 61	91 00	500 00	100 00
Brampton.....	142 80	283 85	28 00	.....	20 00
Berlin.....	272 05	939 61	65 20	.....	.....
Caledonia.....	153 58	292 75	49 50	.....	.....
Dunnville.....	154 90	389 53	27 50	.....	.....
Dundas.....	203 88	210 79	109 00	.....	.....
Dutton.....	111 63	352 90	31 50	.....	.....
Elora.....	50 65	268 90	113 00	.....	.....
Essex.....	147 00	212 68	75 11	.....	.....
Fergus.....	105 65	184 25	75 00	.....	.....
Glencoe.....	245 36	293 69	46 50	.....	.....
Harriston.....	21 75	200 10	72 50	.....	.....
Kincardine.....	333 05	511 74	89 50	.....	.....
Listowel.....	146 99	121 50	75 00	.....	.....
Mitchel.....	139 56	181 73	78 00	400 00	60 00
Mt. Forest.....	257 35	408 14	76 25	.....	5 00
Niagara Falls, South.....	84 25	179 55	41 00	.....	.....
Orangeville.....	390 85	367 44	77 25	.....	.....
Paris.....	109 72	381 05	110 50	.....	.....
Parkhill.....	51 50	310 95	94 00	.....	75 00
Petrollea.....	314 13	291 24	30 50	.....	.....
Port Elgin.....	91 05	271 12	42 80	250 00	60 00
Sarnia.....	545 50	557 40	107 00	.....	.....
Smithville.....	40 00	311 00	49 00	.....	.....
Simcoe.....	153 00	230 57	41 50	.....	.....
Walkerton.....	166 27	417 65	51 50	.....	.....
Welland.....	63 83	320 39	35 00	.....	.....
Windsor.....	100 95	359 81	34 00	.....	.....

TWO MASTERS SCHOOLS.

	Library.	Apparatus.	Maps, etc.	Gymnasium.	Equipment.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Arthur.....	150 00	175 00	25 00	.....	.....
Beamsville.....	245 00	211 45	37 50	.....	.....
Cayuga.....	111 32	153 30	29 00	.....	.....
Forest.....	.....	.....	.....	.....	.....
Grimsby.....	101 00	100 33	44 40	.....	.....
Hagersville.....	.....	.....	.....	.....	.....
Lucan.....	148 84	354 67	45 00	.....	.....
Niagara.....	128 06	132 20	57 50	.....	.....
Oakville.....	176 90	135 73	23 85	.....	.....
Port Dover.....	82 95	86 86	55 00	.....	.....
Port Rowan.....	44 40	128 14	36 28	.....	.....
Smithville.....	40 00	311 00	49 00	.....	.....
Streetsville.....	70 40	83 25	54 00	.....	.....
Thorold.....	151 00	183 05	50 75	.....	.....
Tilsonburg.....	135 36	236 03	63 50	.....	25 00
Vienna.....	98 00	235 00	105 25	475 00	50 00
Wardsville.....	138 80	140 72	36 00	.....	.....
Waterdown.....	108 25	164 55	73 00	.....	.....
Weston.....	132 25	143 53	54 80	.....	.....

MEMORANDA REGARDING A VISIT TO SOME SCHOOLS
IN THE UNITED STATES.

ALBANY ACADEMY.

This school was founded in 1813, and has been in uninterrupted existence ever since. It is divided into two departments, the preparatory and the academic. The limit for admission to the academic department is very similar to that of entrance to our high schools, and the course of study embraces the subjects (and the limits) appointed for matriculation at Harvard and Yale.

With the exception that there is no residence in connection with it, the Academy is something like our Upper Canada College. Its students are divided into a "classical" side and a "scientific" side, the latter corresponding to the "modern" at Upper Canada College, with the exception that the pupils are not admitted into the "scientific" side until they have passed through the first, second and third forms, including an obligatory course in Latin, French and German, with English and mathematics.

The number of pupils enrolled during the academic year, 1890-1891, was one hundred and sixty, and the number of teachers on the staff (exclusive of the teacher of military drill) was seven, giving an average of twenty-three pupils per teacher. The fee for tuition ranges from twenty to twenty-five dollars per quarter, and the salaries of the teachers range from four thousand dollars, that of the principal, to eight hundred dollars, that of the instructor in the junior class. Three of the departmental masters receive two thousand dollars each.

From this it readily appears that the school is practically self-supporting.

During my visit I had an opportunity of observing the methods of teaching in Latin, French, mathematics, and junior English. I was greatly surprised at the fluency of the translation from Latin into idiomatic English by boys of from fourteen to sixteen years of age. The lesson assigned in new work ranged from seventy-five to a hundred lines of Virgil. The translations, as a rule, were spirited. The master's questions were pointed and well calculated to determine the pupils' knowledge of the Latin constructions and idioms. I heard also a junior class reading Cæsar, under the direction of Mr. Scudder, who assists the head master in teaching Latin. The boys did exceedingly well, as well as any of their age that I have seen in our own schools.

The classes in Greek are in charge of Mr. Goold, A.M., and are conducted with a like degree of accuracy and enthusiasm to those in Latin. It was in these classes that I first heard Greek read according to the written accents, and it sounded very odd and unfamiliar. In the boys' scansion of Homer, however, that method of pronunciation was abandoned, in deference, I presume, to the rhythm of the verse.

The teaching of French by M. Papot is conducted on the conversational plan, the teacher using English as sparingly as possible, and presenting the language objectively rather than subjectively. The work was excellently done.

I spent one teaching period in a class in geometry, taught by Mr. Deyo. The teaching was thorough, and, as compared with that of most of our mathematical masters, peculiar, in that references to proofs depending on previous propositions were not accepted by the numbers of the propositions only, but the pupils were required to shew the application of their references to the diagram or diagrams which they had drawn on the blackboard. This method involves the spending of a good deal of time in what is practically review work; it is, I think, time well spent.

The teaching of reading, in one of the classes lower than the academic standard, I found very interesting. Reading books, such as our Third and Fourth books, are not used. Instead of them are such books as we recommend for our elementary supplementary reading in the High Schools. The class that I heard was reading Irving's *Rip Van Winkle*, and read it with apparent appreciation of its humor and pathos.

Taken as a whole, I believe that this school, though expensive in the matter of tuition fees from our standpoint, is doing excellent work, and exercising a capital influence on its pupils from both the mental and the physical point of view.

NEW YORK AND BROOKLYN.

In New York I visited two educational institutions and paid special attention to the grade of work corresponding to that done in our high schools and collegiate institutes.

The Normal College is limited to the education of girls. It has two courses, the "academic" and the "pedagogic." I observed that all the students in both courses are obliged to take Latin, and either Greek, German or French. The largest number select French, next German, and the fewest take Greek. The percentage of students selecting the French option, as compared with either German or Greek, is very large, as it is with us.

The method of teaching in the modern languages is similar to that adopted in the Albany Academy. The instructors, however, are Americans who have acquired the languages in France and Germany. The study of French and German here, as elsewhere, is in the main based on its value for practical rather than educational purposes, and as a result the literature is made but little of.

The corresponding institution for the education of boys is known as

THE COLLEGE OF THE CITY OF NEW YORK.

It is presided over by General Webb. This institution differs from the Normal College in that its students are males, and that there is no course in pedagogy. The study of Latin is compulsory at some stage of each student's course. Two years must be spent in reading Cæsar, Sallust, and Cicero, before a pupil is allowed to take up Virgil. It is claimed that in this way students are enabled to avoid the danger of mingling prose idioms and poetic idioms, in their Latin composition. Idiomatic, as distinguished from literal translations are insisted on; but the grammatical constructions are also closely attended to. French and German are taken up in the conversational manner, and are used as a means rather than an end.

No provision for physical training is made in the time-table. This is in strong contrast to the Normal College where the teaching of calisthenics is a prominent feature in the daily programme.

The attention paid to the teaching of elocution in the form of exercises in declamation, is characteristic of these two New York Schools. The pupils are taken one by one into a large auditorium and coached by a skilled elocutionist in the delivery of speeches, sometimes of their own composition, sometimes selected from patriotic utterances of American statesmen.

BOYS' HIGH SCHOOL, BROOKLYN.

I spent a day in this school and heard some excellent teaching in English, French and Latin.

The building at present in use is a very poor one in every respect, but there is in course of erection one that promises to rank among the best.

The most interesting work that I saw in this school was in a class in English composition. The pupils brought into class their theses and the master discussed orally the merits and demerits of each. Though it is scarcely necessary to say that the discussion of the demerits occupied most of the time, I remarked that the master was specially careful in calling the attention of his class to marked excellences that occurred in some of the compositions, especially in the matter of periodic sentences. Perhaps the periodic sentence was somewhat overdone, but at all events the pupils seemed to have grasped the idea that there is a great deal dependent upon the way in which a sentiment is presented, whether for persuasion, or rebuke.

The teaching of French was of the regular conversation style. The master, a Parisian, was particularly insistent on what he called fine shading in the vowel sounds. The translation from French into English, was fairly done; but no attempt was made so far as I could see to deal with the subject matter of the author that was being read as literature: the French idioms were closely attended to; the author's thoughts were allowed to attend to themselves.

A class of boys from twelve to fourteen years of age, reading Cæsar's commentaries, did exceedingly well in turning the Latin into idiomatic English: they had a good grasp of the Latin construction from the analytic side; but in attempting to re-translate from English into Latin they did not do so well.

Here, as in the other schools, a great deal of attention was paid to translation at sight.

BOSTON PUBLIC LATIN SCHOOL FOR BOYS.

This school was established about 1635, and has been in almost continuous operation since that date.

The object of the school is to prepare boys for entering College; this is distinctly set forth in the official announcement, where parents are requested to signify their intention to give their sons a collegiate education, otherwise the latter may not be admitted. The object of the school being to prepare for College, the course of study as well as its character, is based on that object, and as a consequence a number of branches of study, common in the High Schools, are not found in its programme, but are postponed until such time as its graduates many find themselves in a position to enter on business. It is essentially a preparatory school aiming to graduate boys who are ready to enter the training Colleges of the States.

From its vicinity to Harvard and its early historical connection with that University, the course of study has been arranged by the Board of Trustees with especial reference to the requirements for matriculation there. Two marked features in the requirements for matriculation at Harvard, introduced within recent years, have had a marked effect on the course of study in the school, viz: the increased emphasis laid upon the study of English language and literature, and the stress laid upon the student's ability to translate Latin and Greek into good English at sight. In each class three hours a week are devoted to the teaching of English; and this fact is called as evidence to allay the apprehensions of those who fear that the claims of the mother-tongue are being sacrificed in favor of the

ancient languages and mathematics. The method of instruction in the ancient languages has recently undergone great change, in deference to the requirements of the University. These requirements look not so much towards proficiency in the technicalities of the grammar of Latin and Greek, as towards the acquisition of readiness in grasping the meaning of an author and expressing it in idiomatic English. As with us, "past methods of instruction too often resulted in an accurate and grammatical rendering of good Latin into bad English. To lead students to understand and convey to others the meaning, aim and spirit of an author; to grasp a language in its *literary* rather than in its *literal* features; to seize the spirit rather than the letter, is the object of the present method of instruction."

If, on the other hand, a scholar starts by learning the inflections first and then makes the applications, his work is clear, his knowledge is systematic and complete.

In the Greek class the inductive method was successful. There are very good reasons for this. The classes are much smaller, the text is easier, the scholars are older, they have studied Latin and therefore have a systematic knowledge of one language by which they are prepared for inductive work in another. Our two years' course in Greek takes the scholar through four books of the *Anabasis* and six of the *Iliad*. As in Latin one exercise a week is in translating from English into Greek.

THE HIGH SCHOOL AT ERIE, PENNSYLVANIA.

This school forms an integral part of the school system of the city; it has as its object the training of boys and girls for business as well as for the learned professions. Pupils are admitted from the grammar schools by regular promotion examinations and are carried through a wide course of study with a degree of thoughtness that is highly creditable. I append a table setting forth the courses in the various departments.

FIRST YEAR.

MATHEMATICS.	LATIN.	GREEK.	GERMAN.	FRENCH.	SCIENCE.	HISTORY.	ENGLISH.	DRAWING.
Bookkeeping. (Optional.) Wentworth's Algebra.	Comstock's Latin Lessons.		Elements. Easy Prose Reading. English into German.	Grammar. (Keetle or Edgren.) Reader. (Super.)	Warren's Physical Geography.		Franklin's Au- tobiography. Dickens' Christmas Carol or Cricket on the Hearth. Longfellow's Courtship of Miles Standish.	<i>Freehand</i> : Review of circle, ellipse, oval and curves, with appli- cation to objects in outline only. <i>Mechanical</i> : Geome- trical problems.
Wentworth's Algebra.	Comstock's Latin Lessons.		Bilderbuch ohne Bilder. (Andersen.) English into German.	Same as First Term.	U. S. Constitu- tion.		Burroughs' Sharp Eyes. Irving's Sketch Book.	<i>Freehand</i> : Perspec- tive principles and ap- plication to simple objects. <i>Mechanical</i> : Plans drawn to scale from actual measurement.

SECOND YEAR.

Wentworth's Algebra.	Caesar. Book II. and half of Book I. Prose Composition.	Harper's Inductive Method.	Die Eijsung- frau and other stories. (Andersen.) Märchen. (Grimm.)	Reader. (Daudet)	Gage's Elements of Physics.		Scott's Lady of the Lake. Hawthorne's Mosses from an Old Manse.	<i>Freehand</i> : Simple studies in Light and Shade, Charcoal. <i>Mechanical</i> : Projec- tions from objects.
Wentworth's Algebra.	Caesar. Book I. finished Book III. & IV. Prose Composition.	Harper's Inductive Method	Die Neffe als Onkel. (Schiller.) Hoher als die Kirche. (von Hillern.) Grammar Review.	Mme. Foa. (Breckmann- Chatrian.)	Physics finished. Steele's Popular Chemistry.		Lowell's Books and Libraries. Shakespeare's Julius Caesar.	<i>Freehand</i> : Easy casts and groups. <i>Mechanical</i> : Archi- tectural; plans with elevation from meas- urement.

COURSES OF STUDY IN ERIE HIGH SCHOOL. THIRD YEAR.

MATHEMATICS.	LATIN.	GREEK.	GERMAN.	FRENCH.	SCIENCE.	HISTORY.	ENGLISH.	DRAWING.
Wentworth's Geometry.	Cicero's Catilinian. Orations. Jones' Latin Prose Composition.	Anabasis, three books.	Die Jungfrau von Orleans. (Schiller.) Wilhelm Tell. (Schiller.) Composition.	Racine. Moliere.		Myers' General History.	Shakespeare's Macbeth. Webster's Bunker Hill Oration. Goldsmith's Deserted Village and Traveler.	<i>Freehand</i> : Study of objects and casts continued. <i>Mechanical</i> : Advanced projections such as the screw, or instrumental perspective.
Wentworth's Geometry.	Cicero's Archias. Manilian Law. Virgil's <i>Aeneid</i> begun. Jones' Prose Composition.	Iliad, three books. Jones' Greek Composition.	Wilhelm Tell. (Schiller.) Maria Stuart. (Schiller.) Composition.	Lamartine. Feuilleton.		Myers' General History.	Lowell's Essay on Lincoln. Ruskin's Sesame and Lillies and Crown of Wild Olive.	<i>Freehand</i> : Water color monochrome, or pen and ink. Copies and studies. <i>Mechanical</i> : Copies and models of machinery or architecture.

FOURTH YEAR.

Wentworth's Geometry finished. (eight books.)	Virgil's <i>Aeneid</i> (six books.) Eclogues. Collar's Composition.	Iliad (six books.) Jones' Composition.	Immensee. (Storm.) Die Braune Erica. (Jensen.) Undine. (Fouque.) Composition.	Hugo.		Myers' General History.	Comus, Lycidas, L'Allegro, II Penseroso. (Milton.) Meiklejohn's English Language and Literature.	<i>Freehand</i> : Color, harmony and contrast. Design in color. <i>Mechanical</i> : Continuation of last term's work, with shading.
Wentworth's Higher Arithmetic.	Cicero's De Senectate or Sallust. Collar's Composition.	Heredotus or Homer's Odyssey. Composition.	Am totten See. (Heyse.) Peter Schlemihl (Chamisso.) Ballads, etc. Composition. Sight reading.	Souvestre. Dumas.		Johnston's U. S. History.	Meiklejohn's English Language and Literature.	Term-piece for examination in any subject preferred.

The French Course or the Greek Course may be taken up at the beginning of the first, second or third years. Classes are formed in Botany, Geology or Trigonometry, if enough scholars desire to study any of these branches. Physiology is taught by lectures; scholars take notes and are required to pass an examination in the subject, using text books as a means of self preparation. The Drawing Course also varies with circumstances. During the four years, all scholars are obliged to have exercises in Composition, Declamation and General Information.

TWO YEARS' COURSE.

Those pupils who pass a satisfactory examination in reading, writing, spelling, drawing, bookkeeping, arithmetic, geography, English grammar, U. S. History and Constitution will receive a Diploma of proficiency in the Common English Branches. Furthermore, the examination for this Diploma will be open to all who desire to try it.

During my visit I heard classes taught English, French, German, Latin and Greek, and that too with a degree of thoroughness quite equal to that which I noticed in the schools further east. As a large percentage of the population of the city is German, that language is taught in the public schools. French is not taken up, however, until the High School is reached. In teaching both languages there is a combination of the "natural" and the "scientific" methods as they are called in the school calendar; the "natural" method is through conversation in the language, the "scientific" through the study and analysis of inflectional forms.

The inductive method of teaching Latin and Greek has been in use during the last two years. Superintendent Missimer remarks on the results as follows:—

"The general criticism we have to offer is that scholars who come from the Grammar Schools and have never studied a foreign language are too young for this method. In the inductive work which we have been using in Latin, the text of Cæsar is taken up immediately. The scholar is supposed to move along in the dark for a time, but gradually, it is thought, he will make valuable discoveries for himself, or that a hint conveyed by the teacher or a remark in the book will lead him to make such discoveries. If the scholar is bright and the class small, this is what actually takes place. But the average scholar in a class of thirty or forty is soon left behind and lost. The disadvantage of this method is apparent from the fact that the scholar does not get the complete conjugation of a single regular verb until the Fifty-third Lesson of our Text Book and then he is required to learn the four conjugations at once. All that he has got before that time has been fragmentary, and he has nothing to which these fragments may be systematically attached. Another injurious feature in any such work is that it introduces the declensions and conjugations in such a haphazard way that the scholar is inclined to regard this part of his lesson as of secondary importance and the translation of the text as of primary importance."

The course in English is, as may be seen from a glance at the curriculum, an extended one and receives a great deal of attention; especially that side of it which we term supplementary reading in English literature. It is known here under the name of general information exercises, and forms the working subject of the greater portion of each Friday afternoon.

5. SPECIAL REPORT OF THE HEAD MASTER OF THE BOYS' MODEL SCHOOL, TORONTO, ON SOME OF THE PRACTICE SCHOOLS FOR THE TRAINING OF TEACHERS, IN CONNECTION WITH NORMAL SCHOOLS, IN THE STATES OF NEW YORK AND MASSACHUSETTS.

To the Hon. Geo. W. Ross, LL.D., Minister of Education:—

SIR:—I have the honor to submit the following report, based on observations made at the Normal Schools of Albany, New York, Brooklyn, Boston, Worcester and Rochester. In doing so, I desire at the outset to acknowledge the kindness and courteous treatment received at the hands of the Principals and teachers of these institutions. Everything was done that could reasonably be expected to afford opportunities for observing the working of the schools as they are ordinarily conducted, and no attempt was made to conceal imperfections; on the contrary, defects were freely acknowledged and discussed.

The good results of the late meeting of the National Educational Association, held at Toronto in July last, can scarcely be overestimated. The favorable impression which the Ontario system of education made on those who visited the convention, was evident from the flattering remarks volunteered by a large number of teachers in different centres visited.

TORONTO, Dec., 1891.

ANGUS MCINTOSH.

Condition of the Practice Schools.

In New York Normal College, the organization of the practice school is much the same as that of the Toronto Model School—every division being in charge of a regular teacher, who is responsible for the progress of the pupils. In the Brooklyn Practice School one regular teacher is employed for every two divisions arranged in separate

rooms ; and in order to overtake the work of both classes, the students act as assistants. The students do all the teaching in the Albany Model School. The Practice Schools in connection with the Normal Schools of Rochester, Worcester and Boston are the regular city schools.

In certain schools the aim appears to be, to give a large amount of practice, and to test by actual experience the governing power of students. This may be claimed to be some advantage to students ; but it is not an unmixed good even for them ; for, unless the work attempted be thoroughly criticised, evil may and will surely follow. Experience, to be of value, must be of the right kind. A limited amount of practice, and especially of what is usually termed "observation lessons," will advance any school by the improvement in method which is sure to accompany teaching conducted with a view to illustrate correct principles and methods. It is the undue amount that causes trouble. No matter how competent students may be, their disconnected efforts will seriously retard the progress of the pupils, on account of frequent changes.

In some of the cities visited, the question is now being discussed—whether it is better to test the governing power of students by requiring them to experiment on classes in Model Schools, and thereby lowering the standard, or to infer their power to govern from their ability to present the subject, and retain a proper standard in the class. The standing of schools where students do their practice teaching, will, as a rule, be found to be in direct proportion to the amount of control and teaching undertaken by the regular staff. Now, this is not intended to reflect on the character of the work being done by students ; their individual efforts may be all that the most exacting superintendent could wish and yet, on account of the frequent changes from room to room, little progress can be made. It requires an arrangement similar to that adopted in New York Normal College (Training School) and in the Ontario Model Schools, where the regular teachers do the most of the work, to keep the pupils up to anything like a normal standing. By comparison with other schools it is evident that in the Provincial Model Schools of Ontario the maximum amount of practice teaching is now taken. Any additional work of this kind cannot be attempted without seriously affecting the progress of the pupils. Even from the standpoint of those who have considered the students' side only, it must be admitted that it is much more in the interests of the students to be permitted to take their practice in a school which is up to the standard, than to be compelled to undergo an experience in an inferior school, which, without doubt, would impress upon them a low ideal.

A serious objection to the use of the ordinary Public Schools of a city for observation and practice purposes lies in this, that the principles laid down in the theoretical department may not be illustrated or emphasized properly, since these schools are not under the direct control of the Normal School. Besides, in a large city many teachers may not be in sympathy with the movement to improve the methods of teaching and governing pupils. Teachers in city schools are often enslaved by mechanical rules and arbitrary directions imposed for the purpose of keeping the machinery of the system in running order. The individuality of teachers is to a great degree suppressed,

While knowledge of the subject is the first requisite on the part of a teacher, it is closely followed in importance by the method and manner of presenting it. Probably the greatest check to progress in the art of teaching in many places, lies in the fact that teachers keep too much aloof from one another in their professional work. Provision is not made for regular teachers' meetings, where comparisons can be made and difficulties discussed, and where everyone who attends in the right spirit will be benefited. As a result, little or nothing is attempted by way of interchange of ideas—especially as there is quite a general feeling that teachers' meetings should be of a social character where it would be unpardonable to "talk shop."

Experience in Practice Schools.

Experience in teaching is generally looked upon by teachers, and spoken of by others, as a special ground for recommendation, and its value estimated as proportional to its length. To be of value, it must be of the proper kind ; if not, it will undoubtedly prove an injury. Bad methods are easily acquired, but great difficulty is experienced in correcting them. In considering applications, trustees should inquire more into the nature of the experience than into the length of it.

In training schools, more attention should be given to the thorough discussion and criticism of lessons taught, than to merely arranging for a large number of lessons in order to give practice without complete analysis of every performance of the student. The general policy pursued in the Ontario training schools has been to follow up the lessons taught by every student with direct and thorough criticism, rather than to require a large amount of practice without proper supervision. In some of the American institutions, much more practice is attempted, with far less systematic discussion on the work done. This does not apply to all the schools visited. In some schools of New York and Massachusetts, as in our own schools in Ontario, the greatest care is exercised in not permitting any practice teaching to be attempted which cannot be followed by suitable criticism. Practice in wrong methods will confirm bad teaching in the same way that wrong doing of any kind will, by long continuance, confirm bad habits. A person cannot learn to teach by simply teaching. In the majority of cases the worst results follow experience, and evil will be the result in every case, unless great care is taken at the outset, to work along proper lines and in the right direction. Lack of time should be no excuse for disposing of lessons taught in a summary manner. Because a lesson is fairly well taught, it should not be passed without thorough analysis. Many of the most important parts of the higher criticism of a student's work can be brought home to students only by having before them an actual performance. This will give a reality to many principles which would otherwise pass as mere theoretical fancies. Psychology, without illustrative teaching, would be of little value. Probably more good can be done by emphasizing correct principles than by criticising defects; but the latter must not be neglected.

The Deportment of Students.

If the attitude of students towards their instructors and their conformity to the requirements of school etiquette in the schools visited, may be taken as a fair example of the respect shown to authority by Americans, Ontario has much to learn in this respect from the schools of the United States. Canadians have been too ready to insinuate that the American love of liberty has degenerated into license and that across the border "Jack is better than his master." The naturalness on the part of the instructors and the apparent willingness on the part of students to respond, and the desire shown by all to enter heartily into the subject under discussion, in all the schools visited, reflects credit, not only upon those in charge, but also, and in no small degree, upon the students themselves. This respect for "law and order" was not confined to elementary classes or to students in the advanced grades of High Schools. The same spirit seemed to pervade the classes of Colleges and Universities.

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The Ability of Students to express themselves well.

Americans have generally been credited, and justly so, with being able to make good extemporaneous speeches, and it is certainly an interesting study to examine some of the methods employed in school work, to see to what extent schools and colleges have contributed, and are now contributing, towards this desirable accomplishment. In the first place, the aim of teachers in primary schools is to encourage, as far as possible, naturalness in answering questions. Complete answers are insisted on in all reasonable cases. "Yes" and "No" answers have no place in any of the better schools. Answers must not only be complete in form, but they must be spoken in a distinct and natural manner. In this respect American appear to advantage when compared with Canadian schools.

In grammar grades and in high schools such questions mainly are given as naturally lead to continuous answers on the part of every student called on. Perhaps no subject is better suited for purposes of continuous answering than history. An excellent example of the power to give complete answers was shown by Dr. Dunton's class in the Boston Normal School. After a lecture on psychology the principles were applied and illustrated by the students. The discussion was directed by Dr. Dunton, giving certain

questions to the whole class and then calling on students by lot to answer. In nearly every case the student called on stood up and spoke at length in a perfectly natural manner, without embarrassment or over confidence. It was evident that the students were able to state exactly what they intended to say. The excellence of the answers did not depend alone on the matter, but, to a large extent, on the apt manner of answering. The style of answering does not depend on special training in any one class, but rather on the whole preparatory course from the primary class up.

A very prominent place is given in all the grades to the recitation of choice passages of prose and poetry. At the New York Normal College, recitations form a part of the regular opening exercises. After the reading of a passage of Scripture and singing, Dr. Hunter, the principal, called on a certain section, consisting of about fifty students, to recite. There were present over sixteen hundred students. Some half dozen students rose, one after the other, in different parts of the section, and recited a gem from Shakespeare, Milton, Byron, Longfellow or Tennyson. The choice of passage was determined largely by the authors studied at the time in class, but not necessarily so.

The exercises referred to above are good, viz: 1, answering; 2, discussion; 3, recitation, in their place, especially when well conducted, and are all used, to some extent at least, in many of the Ontario schools; but they would fall short of the training aimed at in many of the American schools, if not followed by some such exercise as will now be referred to, and which gives a finish to those preceding, viz: platform exercises.

In the State Normal School, at Worcester, Dr. Russell makes this an important part of the regular school work. It occupies about one hour every day, and consists of speaking, debating, reading, drawing, etc., on the platform in presence of the whole school. The widest range is given as to the choice of subject and to the manner of presenting it. The great value of the practice given is that it affects so many. It is not confined to a few students who aim at platform effort; but all are expected to take advantage of it, and do so. Those who took part on the day this school was visited, came forward and spoke in a natural manner, without any signs of nervousness or pert smartness. Accounts were given by several students of their experiences in teaching during the previous week. Many points of interest to all were brought out, which led to questions by students as well as teachers. In dealing with these the speakers showed the advantage of the training received. They turned from the line of their remarks, answered questions and returned to their subject without loss of time, and without appearing in the least to be disconcerted.

The Study of Children.

A subject which is made a special feature of the State Normal School, at Worcester is the "Study of Children." A scheme for this purpose has been worked out by Dr. Russell and his colleagues, and adopted as a permanent part of the school curriculum. The following is an outline of the plan.

The principal requests the students to observe the conduct of children in all circumstances—at home, at school, in the street, at work, at play, in their conversation with one another and with adults—and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine, beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the child, and of noting the usual, rather than the unusual, conduct of the individuals observed.

For convenience in classification, blanks of six colors are provided for the records. White paper is used for such observations as students make themselves; red for well attested ones reported by others; yellow for reminiscences of their own childhood; green for mention of whatever they read on the subject; blue for exceptional or defective children, and chocolate for observations that extend continuously over a period of time. Each blank has the following heading:—

STATE NORMAL SCHOOL AT WORCESTER.

STUDY OF CHILDREN.

1. Date
2. Observer's name, age
P. O. Address,
3. Name (or initials) of person (child) observed, age, (yrs. and mos.),
sex nationality,
4. Length of time between making the observation and recording it,

RECORD.

If the record is from hearsay, the names of both recorder and observer must be given.

Pupils write the records at their convenience, (immediately after making the observation is the best time), and put the papers in a designated place. A teacher reads them from time to time, and classifies them under the heads, knowledge, reflection, imagination, conscience, feeling, play, etc.

Both teachers and pupils feel that no other part of the pedagogical training has so direct an influence in developing the qualities most sought in a teacher ; it is clearly manifest that it awakens curiosity concerning the phenomena of child nature, excites intelligent sympathy with children, and contributes to skill in discipline and instruction. Graduates and apprentices give abundant testimony on all these points.

The work of making observations is not compulsory, but nearly all members of the school engage in it from genuine interest. A few selected papers are placed from time to time where they may be read by all who care for them. How far these serve as stimulus and example is not known ; but every day, not excepting the first day of a term, brings its supply of records, even though the subject may not have been explicitly mentioned for months. It is indeed the most nearly self-sustaining exercise in the school.

Many valuable records are reports of what is seen in the street on the way to or from school, but perhaps the highest value attaches to the reminiscences of the observer's own childhood. To recall one's own feelings, motives, and conduct in circumstances that are repeated in the life of every child, proves, as might be expected, in a high degree salutary, and affects sensibly the manner of judging others. The frankness and humor with which this kind of report is made are often very interesting.

Systematic instruction in psychology is aided both in the way of preparation and supplement by this additional study. Pupils are thus furnished at the outset with facts of their own observation, which serve as elementary materials for scientific classification and study ; they have a habit of observing a certain class of phenomena, and have received suggestions and cautions that are of service to them in other departments ; they are able to pass more easily to mental science, because they have learned that that, as well as natural science, can be pursued by an objective method ; they have an already awakened and active interest in the subject, that gives them pleasure in learning general principles, sometimes in part known by their own observations ; and, moreover, they attach a different value to a text-book which they see is a natural outgrowth of an experience like their own.

As all students make observations, many records have no value apart from the wholesome endeavor that made them ; but a progress in the significance of the things noticed, and in the manner of recording them, are apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved (about 2,000 have been collected each year), and it is hoped that they may be of value to students of child-nature ; but the primary object of collecting them is the training of prospective teachers ; and so highly does the work commend itself as a means to this end, that if nothing ulterior to this is gained, complete satisfaction, and no disappointment, will be experienced."

Female Teachers.

From many, and in fact from most of the American Normal School classes, gentlemen have disappeared entirely, and as a result nearly all of the elementary schools are in the hands of female teachers. In some of the larger cities no provision whatever is made for the training of male teachers even although some are still engaged. When a male teacher is required, the Board of Education must select one who has been trained outside, or who has had no training. In large business centres like New York and Boston, there are so many opportunities for young men, that few, if any, desire to follow the work of the school-room. Whenever this question of the disappearance of male teachers from the profession was asked in either of the places mentioned, the answer almost invariably included the following attractions and always in this order;—(1) Business; (2) Law; (3) Medicine; (4) The Ministry.

It is evident that, even in Ontario, teaching is the least attractive of all the professions. Law offers perhaps the widest field for young men of ability, and many of the most promising students are shaping their studies in that direction. It is to be regretted that the financial inducements are not such as to retain in the profession a larger number of male teachers. The higher classes of boys in graded schools and the larger country schools, should, as a rule, be in the hands of male teachers. There is much work to be done in these departments which ladies should not be called on to perform. It is a significant fact that the Ontario High Schools have during the last ten years, made infinitely greater progress than that made by the Public Schools during the same period; and yet the teaching in High Schools has been almost entirely done by male teachers, while the Public Schools have passed largely into the hands of female teachers. At present there are about twice as many female as male teachers in the Public Schools of Ontario, and, judging by the composition of classes in the Normal Schools the disproportion is likely to be even greater in the future, than it is at present.

Drawing and Writing.

In the American school the principles of drawing and writing are taught in much the same way as in Ontario; but in the application of principles more care is shewn. This difference is perhaps more noticeable in drawing than in writing. One good result of this practice is plain—the excellent blackboard work of the teachers and students. Teachers trained under the American system are able to use the crayon to much better advantage than the Ontario teachers. These subjects may not be of so much importance as many others, yet they deserve special attention, particularly by teachers, as good blackboard illustrations contribute, in no small degree, to the success of many lessons.

One of the most important aims in teaching drawing in a Normal School should be to develop the power to make good blackboard illustrations. So much importance is attached to this in the Boston Normal School, that nearly one-third of the time set apart for drawing, is occupied in illustrative work, which includes methods and practice in drawing illustrations upon the blackboard in connection with the teaching of various subjects, such as as geography, plants, animals, etc.

Manual Training.

Manual training has been introduced, as a regular department of school work, in many of the American High Schools, and judging from the results so far attained the experiment has proved successful, or at least so encouraging as to induce many Boards of Education to extend this branch of instruction. The Committee on Manual Training in connection with the Albany Public High School, reported to the Board as follows:—

“The progress in this department (Manual Training) during the past year has been very satisfactory, and has removed it from the field of experiment to that of a practical and educational success. This has been due not only to the excellent instructors in this department, but to the interest, good will and co-operation of the students. An important

step was taken during the past year in extending manual instruction to the girls, in the Sloyd system of wood working. It was at first feared there would be a lack of interest on the part of the girls ; but your committee is happy to say that as one exercise succeeded another the interest increased, and that to-day our girls are enthusiastic and earnest in their efforts in this direction, and evince satisfaction when their models are complete and are approved by the instructress.

"The success in manual training has been so marked during the past year that your committee believes the board would be justified in extending this branch, and hope that in making up the annual budget this year an increased appropriation will be asked for this department."

Superintendent Maxwell, of Brooklyn, in referring to the lack of high school accommodation, proposes the following solution of the difficulty : "One of the old buildings should be transformed into a manual training school. Many pupils will go to such a school who would not go to one of the literary high schools, because the work will better suit their special needs.

"In such a school, two hours a day would be devoted to book work, one hour a day to industrial drawing, and two hours a day to laboratory or shop work properly correlated with drawing and book work.

"For girls there should be instruction in sewing, cooking, stenography and type-writing and wood carving ; for boys there should be instruction in the use of the principal tools employed in wood and metal work, and in the various branches of electricity.

"Both sexes should come together in the classes for book work, which would embrace four hours a week at English, three hours a week at mathematics, and three hours a week at physics and chemistry.

"The argument that the Public Schools should not teach these subjects, no longer holds good. We are already teaching Latin, Greek and modern languages. If we are justified in teaching such subjects, surely we are justified in teaching others that lie so much nearer to the necessities of every-day life.

"Nor would such a school be an experiment. The scheme has been fully tried in other places and has been found abundantly successful. In Philadelphia, in Baltimore, in Washington, in Chicago, in Toledo, in St. Louis, in Minneapolis, in St. Paul, and in many other places, manual training schools have been established, and everywhere with very great success, with profound satisfaction to the community, and with manifest benefit to the rising generation.

"Such a school would not teach trades. It would, however, teach the principles that underlie all manual trades. It is to be defended on the ground that these principles and the processes in which they are embodied, furnish, when properly correlated with drawing and book work, an instrument of education not second to any literary education whatever.

"The time is ripe for such a school ; the pupils are ready to enter ; the building can be obtained ; the expense will be small ; the benefits incalculable."

While nearly all of those who have expressed themselves publicly on the advantages of manual training appear to look upon it with favor, all are not so hopeful as those whose opinions have been quoted. Dr. Hunter of the New York Normal College, in referring to the subject, makes, among others, the following observations :—

"One of the obstacles in the way of the introduction of manual training is the undue importance attached to it by some teachers, who think it a panacea for all the ills of life. Some have taken it up because it was the fashion, and others because they wished to be considered progressive ; other over-zealous advocates have run it into the ground by claiming for it results impossible of attainment. They have affirmed that young men educated under it will eschew clerkships and professions and be eager to learn mechanical trades ; and that young women will abandon teaching and other literary callings and will be satisfied with sewing, cooking, and other general house-work ; of course this is unconscious exaggeration. While ambition is a common emotion among men and women, they will seek wealth, fame and power in the pursuits, professional or otherwise, best adapted to their talents. The most that manual training can accomplish is to create and foster a respect for all handicraft.

"In order that hand-work in the schools may be successful, it must be treated simply as an educational factor holding its proper place in a course of study, like history, geography or arithmetic ; but if its enthusiastic champions attempt to push it to the expulsion of subjects equally useful, they will create a reaction against it which will be disastrous."

Assignment of Lessons for preparation at home.

In many of the American schools little or no time is allowed for study in school hours, and, as a consequence, children are required to prepare their lessons at home. The practice, however, is far from being uniform. In some places Boards of Education have made regulations, prohibiting the assignment of homework in all the primary grades ; in other places, lessons are assigned for preparation at home, in all the classes.

There can be little doubt that the feeling in some quarters against pupils having to study at home arises from want of care on the part of teachers in assigning lessons. If lessons are properly taught, much can with profit be done by pupils at home. In every case the work given for pupils to do at home, should follow directly along the line of teaching, and should be an application of what has been explained. Even in the lowest classes in school, easy exercises may be assigned, that will prove helpful to the pupils, and not be in any sense a burden. As a matter of course, they should be short and suited to the age and capacity of pupils. While great care should be taken in giving these exercises, the teacher should use the greatest patience in seeing that the efforts of pupils are properly examined. Work hurriedly and carelessly done will lead to harm instead of good. Probably the main cause of misunderstanding in this matter, lies in the fact that, as a rule, far too much teaching is attempted and far too little study on the part of pupils, during school hours. This applies only to graded schools, and more particularly to those where every teacher is in charge of only one class. Time should be set apart regularly for study under the direction of the teacher. At least half an hour every day should be devoted to this work ; and the time should be taken up in applying principles already taught, rather than in preparing for a following recitation. It is not enough for teachers to have pupils studying while they are doing other work ; the teacher's attention should be wholly directed to the subject under consideration ; he should study with the pupils and direct their work. This applies to almost every subject and is not confined to any one in particular. By this means attention can be given to individual pupils. Many can be benefited, who would otherwise be passed over in general class teaching.

The Marking System

In nearly all of the American schools visited, the marking system has been almost entirely abandoned ; partly because it is cumbersome, but mainly because of its injurious effects in diverting the minds of the pupils from the chief aim of school life. In the majority of cases, marks are assigned only for the results of direct examinations. And even the value of examinations is by some considered doubtful. But to discard direct tests, such as examinations, is perhaps as unsafe as to carry it to extreme by making them occupy too prominent a place. There is a tendency in some quarters to make school life and work too easy—to rob it of all difficulties, and, as a result, to encourage pupils to spend their time on those subjects only which give them the most pleasure, to the exclusion or partial neglect of other studies which may be as important and in many cases more so. Up to the present, no other scheme has been devised which acts so directly in correcting looseness in teaching, as a proper system of examinations, much as it has been spoken against ; there is really nothing to take its place. Examinations should not be relied upon wholly as a basis of promotions ; combined with the teacher's estimate they are perhaps the best guide in determining the grading of pupils.

The Use Made of Apparatus.

In all lessons observed, where apparatus was used, this feature was particularly noticeable, that pupils assisted in performing the experiments. Considerable skill was shown by teachers in giving to the pupils a fair share in the work. By this means the active co-operation of the pupils was secured. When possible every pupil was supplied with the object. For example, in considering the cube, every pupil had a cube, and followed the directions given by the teacher and made his own observations. The same was observed in another lesson on the sphere. Pupils were led to make their own examinations and draw inferences directly. ;

Time Spent on Professional Study

In the American Normal Schools, students are required to spend from one to two years. In some schools, as in the State Normal College at Albany, the academic work must be completed before entering, but in most of the other schools visited, the non-professional work is reviewed and extended. The continuous course has many advantages ; but the whole time occupied in training for the work of the profession is not really so much longer, in the American schools than in those of Ontario, as, at first sight, might appear. If the time spent in County Model Schools, Normal Schools, and the School of Pedagogy, be taken into account and the work estimated, probable more time is really spent in professional work than in the majority of American training schools.

If the fragmentary courses were united so that more students would take their whole professional work continuously, much might be accomplished in the right direction. At present the inducements are so strong in the direction of allowing, and in some cases, of compelling students to teach for a time, that few comparatively ever complete the entire course. Many, in fact by far the greater number, never proceed further than the Second Class.

The remedy for this state of affairs lies in encouraging, as far as possible, all students who intend to become teachers, to complete their non-professional work before entering the lowest grade of Professional Schools ; and the way should be open to proceed to the highest grade of certificate before attempting to take charge of a school.

NEW YORK STATE NORMAL COLLEGE AT ALBANY.

The aim of this College is perhaps more nearly like that attempted in the Training Schools of Ontario. An outline of the work, etc., may therefore prove interesting by way of comparison.

Faculty.

The staff consists of William J. Milne, Ph.D., President, Professor of Philosophy of Education and School Economy, and seventeen Associate Professors and Teachers.

The College is a purely Professional Institution, and nothing is included in the courses of study which does not bear directly on the profession of teaching. The courses of instruction include Philosophy of Education, History of Education, Systems of Education, School Economy, Methods of Teaching, and such other subjects as are immediately related to the work of the school-room.

Courses of Instruction.

English Course.

Those who seek admission to this Course must be at least seventeen years of age, and greater maturity is desirable.

Candidates for admission must pass satisfactory examinations upon the following subjects :—Arithmetic, algebra through quadratics, geometry, grammar, rhetoric, English literature, political and physical geography, American history, general history, botany, physiology, zoology, physics, chemistry, astronomy, geology, book-keeping, civil government and elements of linear drawing.

Those who present the following evidences of proficiency will be admitted without examination, viz. :—State certificates, diplomas from Colleges, Universities, The Regents, Normal Schools, High Schools, Academies and academic departments of Union Schools, provided they cover the subjects prescribed for examination in the preceding paragraph, but pass-cards in advanced arithmetic and advanced grammar will be required in addition to the attainments certified by The Regents, or other academic diplomas, or special statements from principals of schools, setting forth the superior qualifications in those subjects on the part of the candidate for admission. Latin may be substituted for any subject excepting those commonly called advanced studies.

Course of Study.

First Term.

Philosophy of education, school economy, drawing.

Methods of teaching the following subjects, viz. :—Number, place, language, reading, arithmetic, geography, grammar, penmanship, botany, physiology, zoology, composition, color, object lessons, a course of reading connected with professional work.

Second Term.

History of Education, School Law, Kindergarten Methods.

Methods of teaching the following subjects, viz. :—Music, drawing, physical culture, elocution, familiar science, teaching in Model School, a course of reading connected with professional work, discussion of educational themes.

Those who complete the above course successfully will receive a diploma, which will be a license to teach in the Public Schools of the State. No degree will be conferred upon graduates from this course.

Classical Course.

Admission.

Those who desire admission to this course must be at least seventeen years of age but no one will be graduated from the course who is not at least twenty years of age.

Candidates for admission must pass satisfactory examinations upon all the subjects required for entrance to the English course, and in addition thereto, solid geometry, plane trigonometry, Cæsar, three books ; Cicero, six orations ; Virgil's *Æneid*, six books ; Latin, prose composition, Xenophon's *Anabasis*, three books ; Homer's *Iliad*, three books ; and Greek prose composition.

Instead of the requirements in Greek the candidates may offer a two years' course in French or German, or a less amount of both.

If the student has not read the passages prescribed, an equivalent amount of other authors will be accepted.

Those who present the following evidences of proficiency will be admitted without examination, viz. :—Diplomas from Colleges, Universities, The Regents, Normal Schools, High Schools, Academies, and academic departments of Union Schools, provided they cover the subjects prescribed for examination in the preceding paragraph, but pass-cards in advanced arithmetic and advanced grammar will be required in addition to the attainments certified by the Regents, or other academic diplomas, or special statements from principals of schools setting forth the superior qualifications in those subjects on the part of the candidates for admission. The Regents' eighty-count diploma admits without conditions.

*Course of Study.**First Term.*

Philosophy of education, school economy, drawing.

Methods of teaching the following subjects, viz. :—Number, place, language, reading, arithmetic, geography, grammar, penmanship, botany, physiology, zoology, composition, color, object lessons, a course of reading connected with professional work.

Second Term.

Methods of teaching the following subjects :—Algebra, physics, Latin, mineralogy and geology, geometry, chemistry, rhetoric, astronomy, preparations of specimens and apparatus, discussion of educational themes.

Third Term.

Methods of teaching the following subjects :—Latin, Greek or French or German, history, physical geography, solid geometry and mensuration, civil government, trigonometry, book-keeping, English literature, sanitary science, school architecture, preparation of specimens and apparatus, discussion of educational themes.

Fourth Term.

History of education, school law, kindergarten methods.

Methods of teaching the following subjects, viz. :—Music, drawing, physical culture, elocution, familiar science, teaching in Model School, a course of reading connected with professional work, discussion of educational themes, school supervision.

Those who complete the Classical Course successfully will receive diplomas conferring upon them the degree of Bachelor of Pedagogy, and they will also be licensed to teach in the public schools of the State.

The degrees of Master of Pedagogy and Doctor of Pedagogy will be conferred in accordance with conditions to be announced hereafter.

Graduates of Colleges.

Graduates of Colleges and Universities will be allowed to select (with the approval of the Faculty) from the curriculum of study a course which may be completed in one year ; upon their completing it successfully and showing their ability to instruct and manage pupils properly, they will receive diplomas which will be licenses to teach, and the degree of Bachelor of Pedagogy will also be conferred upon them.

Special Students.

Persons of maturity, who have had large and successful experience in teaching, but who have not the attainments in scholarship required for admission into the regular courses, and those that have the qualifications for entrance who wish to pursue special courses, will be permitted to enter the College and pursue elective courses such as the Faculty may approve, but they will not be granted diplomas, nor will degrees be conferred upon them.

*Course for Kindergartens.**Admission.*

Applicants must be at least eighteen years of age. They must be graduated from some High School, Academy, academic department of a Union School or other higher institution of learning, that they may be mentally fitted to comprehend and apply understandingly the truths underlying the Froebel system. They should have a natural love of

children so that they may enter into childish joys and sorrows in a sympathizing manner. They should have the consciousness of a high moral purpose and a love for nature, good health, industry and a cheerful and contented disposition. They should have a knowledge of music and be able to sing and play well.

Course of Instruction.

This will include lessons on the use of the following articles and occupations in developing the child's mind :—Ball, sphere, cube and cylinder, blocks, tablets, slats, sticks, rings and peas-work, pricking, sewing, drawing, lacing, weaving, paper-cutting and paper-folding.

Systematic instruction will be given upon the principles and philosophy of training which underlie the Kindergarten System. Lessons on the care of children and on story telling will also occupy the attention of the students during a part of the course.

Instruction in the Holt System of music will be given, so that the Kindergarteners may be able to teach the rudiments of vocal music to the children.

Lessons in physical culture, and Kindergarten music and games will form a part of the course.

Lessons in botany and natural history will be given, with methods of presenting them to little children.

Instruction in free-hand drawing and in modelling will be given during the year.

Students will be required to prepare pattern books of weaving, sewing, pricking, paper-folding and paper-cutting, and they will be expected to invent new forms for themselves in accordance with the principles underlying all the work.

Students will be required to observe for a time the work done in the Kindergarten, from 9 until 12. They will afterwards write out their observations and submit them to the class for approval and criticism. As soon as the students are qualified to enter upon the work of instruction, they will be given practical work with the children.

A course of reading will be prescribed, including such books as Autobiography of Froebel, Reminiscences of Froebel, Education of Man, Emile, Leonard and Gertrude, Sully's Hand-book of Psychology, and other works upon educational themes. Frequent essays upon the various phases of the instruction and training of children and abstracts of the books read will be required.

A diploma will be given at the end of one year to those who complete the course satisfactorily.

Those who desire to enter the course for Kindergarteners must present themselves at the beginning of the school year in September, because only one training class will be organized per year.

Model School.

The Model School is organized and maintained that students may have an opportunity to observe the successful application of methods of teaching, and that they may have an opportunity to display their knowledge and skill in teaching and managing pupils.

The school has four departments : Kindergarten, Primary, Intermediate and High School. The course of study covers the subjects necessary for preparation for business, for college, or for entering the Normal College. It is designed to make the school what its name signifies, a model for the teachers who graduate, in methods of teaching and in discipline.

The teaching in this school will be done chiefly by pupil teachers, although model lessons will be given from time to time by the teachers in charge, so that those who are preparing to teach may have illustrations to guide them in the application of educational theories.

APPENDIX K.—*TECHNICAL EDUCATION—MECHANICS' INSTITUTES,
FREE LIBRARIES, ART SCHOOLS, AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D. C.L.H., SUPERINTENDENT OF MECHANICS' INSTITUTES,
ART SCHOOLS, ETC.

I.—MECHANICS' INSTITUTES.

During the year the following institutions were inspected.

1. *Mechanics' Institutes*.—Aberarder, Aylmer, Aurora, Alton, Beaverton, Barrie, Bobcaygeon, Brockville, Blyth, Bothwell, Bowmanville, Bradford, Cornwall, Cardinal, Camden East, Collingwood, Claude, Cheltenham, Cobourg, Cold Springs, Clarke, Deseronto, Drayton, Fenelon Falls, Forks of Credit, Fort Erie, Garden Island, Goderich, Grand Valley, Hensall, Hanover, Inglewood, Iroquois, Islington, Kingston, Lindsay, Listowel, Niagara Falls, Niagara, Napanee, Newburg, Merriton, Mount Forest, Ottawa, Orangeville, Port Colborne, Picton, Prescott, Palmerston, Port Elgin, Port Rowan, Port Edward, Romney, Shelburne, Shedden, Tilbury East, Tilbury Centre, Vittoria,* Watford, Wyoming, Walkerton.

2. *Free Libraries*.—Chatham, Ingersoll, Simcoe, St. Catharines, St. Thomas.

3. *Art Schools*.—Brockville, Kingston, London, Ottawa, Toronto.

4. *Scientific Institutes*.—Ottawa Literary and Scientific Society, Ottawa Athenæum, Ottawa French Canadian Institute.

* The books belonging to Vittoria Mechanics' Institute have been handed over to the Board of School Trustees for the use of pupils, to be returned whenever the Institute is reorganized.

The following table shows the locality of each Mechanics' Institute and Free Library in the Province :—

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1890-91.

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Newburgh.	Grey	Markdale.
do	Camden, East.	do	Meaford.
Algonia	Chapleau.	do	Owen Sound.
do	Keewatin.	Haldimand	Caledonia.
do	Manitowaning.	do	(Dufferin) Clanbrassil P.O.
do	Port Arthur.	do	Dunnville.
do	Sault Ste. Marie.	do	Jarvis.
do	Thessalon.	do	(Victoria) Caledonia P. O.
Brant	Brantford.	Halton	Georgetown.
do	Glenmorris.	do	Milton.
do	Paris.	do	Oakville.
do	St. George.	Hastings	Belleville.
Bruce	Chesley.	do	Deseronto.
do	Holyrood.	do	Trenton.
do	Kincardine.	do	Tweed.
do	Lion's Head.	Huron	Blyth.
do	Lucknow.	do	Brussels.
do	Paisley.	do	Clinton.
do	Port Elgin.	do	Ethel.
do	Ripley.	do	Exeter.
do	Southampton.	do	Goderich.
do	Teeswater.	do	Hensall.
do	Tara.	do	Seaforth.
do	Tiverton.	do	St. Helens.
do	Walkerton.	do	Wingham.
do	Westford.	do	Wroxeter.
do	Warton.	Kent	Blenheim.
Carleton	Manotick.	do	Bothwell.
do	Metcalfe.	do	Chatham.
do	North Gower.	do	Dresden.
do	Ottawa.	do	Highgate.
Dufferin	Grand Valley.	do	Tilbury Centre.
do	Orangeville.	do	Tilbury, East.
do	Shelburne.	do	Tilsonburg.
Dundas	West Winchester.	do	Thamesford.
do	Morrisburg.	do	Ridgeway.
do	Iroquois.	do	Romney.
Durham	Bowmanville.	do	Thamesville.
do	Orono.	do	Wallaceburg.
do	Port Hope.	Lambton	Arkona.
Elgin	Aylmer.	do	Aberarder.
do	Duart.	do	Alvinston.
do	St. Thomas.	do	Forest.
do	Shedden.	do	Oil Springs.
do	Sparta.	do	Petrolia.
Essex	Essex.	do	Point Edward.
do	Leamington.	do	Watford.
Frontenac	Garden Island.	do	Wyoming.
do	Kingston.	Lanark	Almonte.
Glengarry	Lancaster.	do	Carleton Place.
do	Williamstown.	do	Perth.
Grenville	Cardinal.	do	Smith's Falls.
do	Kemptville.	Leeds	Brockville.
do	Merrickville.	do	Athens.
do	Oxford Mills.	Lennox	Napanee.
do	Prescott.	Lincoln	Beamsville.
Grey	Clarksburg.	do	Grimsby.
do	Durham.	do	Merriton.
do	Dundalk.	do	Niagara.
do	Lake Charles.	do	St. Catharines.
do	Hanover.	Middlesex	Ailsa Craig.

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1890-91.

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Middlesex	Belmont.	Russell	Russell.
do	Glencoe.	Stormont	Cornwall.
do	London.	Simcoe	Alliston.
do	Lucan.	do	Barrie.
do	Melbourne.	do	Beeton.
do	Parkhill.	do	Bradford.
do	Strathroy.	do	Collingwood.
do	Thorndale.	do	Midland.
do	Wardsville.	do	Orillia.
Muskoka	Bracebridge.	do	Penetanguishene.
do	Eurk's Falls.	do	Stayner.
do	Gravenhurst.	do	Tottenham.
do	Huntsville.	do	Bobcaygeon.
do	Port Carling.	do	Fenelon Falls.
do	Windermere.	do	Lindsay.
Norfolk	Port Rowan.	Waterloo	Ayr.
do	Simcoe.	do	Baden.
do	Waterford.	do	Berlin.
Northumberland	Brighton.	do	Elmira.
do	Campbellford.	do	Galt.
do	Cold Springs.	do	Hespeler.
do	Cobourg.	do	New Hamburg.
do	Colborne.	do	Preston.
do	Hastings.	do	Waterloo.
Ontario	Beaverton.	Welland	Fonthill.
do	Brougham.	do	Fort Erie.
do	Cannington.	do	Niagara Falls.
do	Oshawa.	do	Niagara Falls, South.
do	Pickering.	do	Port Colborne.
do	Uxbridge.	do	Thorold.
do	Whitby.	do	Welland.
Oxford	Embro.	Wellington	Arthur.
do	Ingersoll.	do	Clifford.
do	Norwich.	do	Drayton.
do	Tavistock.	do	Elora.
do	Woodstock.	do	Erin.
Parry Sound	Parry Sound.	do	Ennotville (Barnett P. O.).
Peel	Alton.	do	Fergus.
do	Belfountain.	do	Guelph.
do	Bolton.	do	Harriston.
do	Brampton.	do	Mount Forest.
do	Caledon.	Wentworth	Dundas.
do	Cheltenham.	do	Hamilton.
do	Claude.	do	Waterdown.
do	Forks of Credit.	York	Aurora.
do	Inglewood.	do	Highland Creek.
do	Mono Road.	do	Islington.
do	Streetsville.	do	Markham.
Perth	Listowel.	do	Newmarket.
do	Palmerston.	do	Parkdale.
do	Mitchell.	do	Richmond Hill.
do	St. Mary's.	do	Scarboro'.
do	Stratford.	do	Schomberg.
do	Lakefield.	do	Stouffville.
Peterborough	Norwood.	do	Toronto.
do	Peterborough.	do	Vandorf.
Prescott	L'Orignal.	do	Weston.
Pictou	Prince Edward.	do	West Toronto Junction.
Renfrew	Arnprior.	do	Woodbridge.
do	Renfrew.		

The above list may be classified as follows :

Institutes reporting	204
Free Libraries reporting	11
Institutes not reporting	15
New Institutes	10
Total	240

The following abstracts show the proportionate number of volumes in each Library :

Libraries with less than 250 volumes

Bothwell, Brougham, Camden East, Cold Springs, Gravenhurst, Hastings, Inglewood, Lake Charles, Melbourne, Manotick, Oxford Mills, Orono, Picton, Russell, Romany, Sandwich, Shedden, St Helen's, Tilbury Centre, Tilbury East, Wallaceburg, Westford.

Libraries with over 250 and less than 500 volumes.

Alvinston, Atherton, Burk's Falls, Belmont, Beaverton, Cardinal, Chesley, Cannington, Dresden, Duart, Dufferin, Dundalk, Hensall, Highgate, Highland Creek, Huntsville, Islington, Iroquois, Lancaster, Lion's Head, Leamington, Merriton, Ottawa, Palmerston, Parry Sound, Port Carling, Port Rowan, Stayner, Sault Ste. Marie, Tara, Thamesford, Tottenham, Victoria, Waterford, Williamstown, West Winchester.

Libraries with over 500 and less than 1,000 volumes.

Aberarder, Athens, Beamsville, Belfountain, Blenheim, Bradford, Blyth, Bobcaygeon, Caledon, Chatsworth, Chapleau, Deseronto, Essex, Forks of the Credit, Fort Erie, Glenmorris, Grand Valley, Holyrood, Jarvis, Listowel, Lucknow, Markdale, Morrisburg, Mono Road, Newburgh, Niagara Falls South, Newmarket, Parkhill, Port Arthur, Port Colborne, Ripley, Shelburne, Tavistock, Tilsonburg, Vandonf, Watford, Walkerton, West Toronto Junction, Windermere, Wiarton, Woodbridge, Wyoming.

Libraries with over 1,000 and less than 1,500 volumes.

Arkona, Almonte, Arnprior, Aurora, Baden, Beeton, Bolton, Bracebridge, Brighton, Carleton Place, Clifford, Claude, Cobourg, Drayton, Elmira, Fenelon Falls, Fontbill, Georgetown, Glencoe, Lucan, Midland, New Hamburg, Norwood, Oshawa, Parkhill, Richmond, Hill, Teeswater, Thamesville, Trenton, Waterdown, Wingham, Weston.

Libraries with over 1,500 and less than 2,000 volumes.

Ailsa Craig, Alton, Brussels, Chatham, Caledonia, Cheltenham, Colborne, Dunnville, Ennotville, Forest, Hespeler, Markham, Meaford, Merrickville, Mount Forest, Oakville, Orangeville, Paisley, Parkdale, Port Elgin, Southampton, Stouffville, Wardsville, Whitby.

Libraries with over 2,000 and less than 2,500 volumes.

Arthur, Aylmer, Bowmanville, Campbellford, Clinton, Darham, Exeter, Ingersoll, Lindsay, Mitchell, Napanee, Norwich, Orillia, Point Edward, Penetanguishene, Renfrew, Wroxeter.

Libraries with over 2,500 and less than 3,000 volumes.

Brampton, Embro, Goderich, Harriston, Perth, Port Hope, Owen Sound, Ridgetown, Scarboro, St. George, Welland.

Libraries with over 3,000 and less than 3,500 volumes.

Ayr, Belleville, Fergus, Kincardine, Milton, Niagara, Niagara Falls, Prescott, Smith's Falls, Thorold.

Libraries with over 3,500 and less than 4,000 volumes.

Barrie, Berlin (F. L.), Brockville, Chatham, Collingwood, Garden Island, London, Seaforth, Simcoe, Strathroy, Uxbridge.

Libraries with over 4,000 and less than 5,000 volumes.

Galt, Preston, Stratford, St. Mary's, Woodstock, Waterloo (F. L.).

Libraries with over 5,000 and less than 6,000 volumes.

Dundas, Kingston, Paris, Peterboro', St. Thomas (F. L.).

Libraries with over 6,000 and less than 7,000 volumes.

Guelph (F. L.), St. Catharines (F. L.).

Libraries with over 7,000 and less than 8,500 volumes.

Elora.

Libraries with over 8,500 and less than 10,000.

Brantford (F. L.).

Libraries with over 100,000 volumes.

Hamilton (F. L.).

Libraries with over 500,000 volumes.

Toronto (F. L.).

MECHANICS' INSTITUTES REPORT.

The following extracts are taken from the annual report for the year ending 1st May, 1891. (For details see tables A, B, C, D and E).

1. *Mechanics' Institutes reporting 1890-1.*

Number of Institutes reporting for the year 204

2. *Mechanics' Institutes not reporting 1890-1.*

Clarksburg, Gravenhurst, Hastings, Kemptville, Manitowaning, Metcalfe, Norwood, Parkdale, Petroiea, Stayner, Thorndale, Wallaceburg, Wardsville, Waterdown, Waterford 15

3. *Mechanics' Institutes reported closed.*

Vittoria.

4. *New Mechanics' Institutes reporting 1890-1.*

Bothwell, Bingham, Chesley, Cold Springs, Fort Erie, Hensall, Inglewood, Ottawa, Port Rowan, Picton, Romney, Shedden, Tilbury Centre, Tilbury East 14

5. *New Mechanics' Institutes incorporated since 1st May, 1891.*

Erin, Ethel, Keewatin, Lakefield, North Gower, Pickering, Sparta, Thessalon, Tiverton, Tweed 10

6. *Classification of Mechanics' Institutes reporting 1890-1.*

Mechanics' Institutes with libraries, reading rooms and evening classes	....	39
" " " and reading rooms	.....	88
" " " and evening classes	.....	9
" " " only	.....	68

Total..... 204

7. *Mechanics' Institutes Receipts during the year 1890-1, with balances from previous year.*

Balances from previous year.....	\$ 7,423	42
Members' fees	18,481	47
Legislative grants for 1889-90.....	31,711	08
Municipal grants	6,816	68
Fees from evening classes.....	717	20
Amount received from sale of periodicals, etc.	1,307	80
Lectures and entertainments	2,448	16
Other sources	9,422	34

Total\$78,328 15

8. *Mechanics' Institutes Expenditure during the year 1890-1, with balances on hand at close of year.*

Rent, light and heating	\$10,537	70
Salaries	11,296	79
Books (not fiction).....	19,233	65
" (fiction)	5,694	05
Bookbinding	877	52
Magazines and newspapers	7,444	34
Evening classes.....	2,583	06
Lectures and entertainments	970	82
Miscellaneous	12,469	44
Balances on hand	7,220	78

Total\$78,328 15

9. *Mechanics' Institutes Assets and Liabilities 1890-1.*

Institutes reporting have assets, value	\$334,630	67
" " " liabilities, value.....	27,874	24

10. *Number of members in Mechanics' Institutes in 1890-1.*

204 Institutes have 22,262 members.

11. *Number of Volumes purchased by Mechanics' Institutes in 1890-1.*

Biography.....	2,076
Fiction	9,837
History.....	2,972
Miscellaneous	5,031
General Literature.....	2,495
Poetry and the Drama.....	665
Religious Literature	1,704
Science and Art.....	2,273
Voyages and Travels.....	2,945
Works of Reference.....	543

Total..... 30,541

12. *Value of books presented to Mechanics' Institutes in 1890-1*

Aberarder	\$15 00	Huntsville	\$5 00
Barrie	100 00	Inglewood	8 00
Beaverton	1 00	Iroquois	70 00
Beeton	25 00	Ottawa	618 75
Belleville	20 00	Paris	25 00
Bowmanville	1 00	Peterboro	34 00
Chapleau	253 20	Port Arthur	12 00
Chesley	7 00	Port Rowan	12 00
Clinton	15 00	Ridgetown	1 00
Dunnville	15 00	Romney	4 35
Fergus	10 00	Seaforth	30 00
Fonthill	19 00	Stouffville	4 00
Forest	15 00	Thamesford ..	5 00
Grand Valley	18 00	Tilsonburg	20 00
Hensall	7 00	West Toronto	4 00
Highland Creek	15 00		
Holyrood	215 00	Total	\$1,604 30

13. *Number of Volumes in Mechanics' Institutes Libraries and number of volumes issued.*

	Volumes in Library.	Volumes issued.
Biography	25,669	14,004
Fiction	85,411	23,618
History	32,026	24,093
Miscellaneous	44,377	59,315
General Literature	21,817	30,463
Poetry and the Drama	9,757	6,496
Religious Literature	13,162	14,649
Science and Art	33,263	15,481
Voyages and Travels	27,768	44,310
Works of Reference	9,369	22,52
Totals	302,619	234,681

The total amount expended by Mechanics' Institutes for books, including book-binding in 1890-1, was \$25,805.22.

14. *Reading Rooms in Mechanics' Institutes, 1890-1*

Institutes reported having reading rooms.

Number of newspapers subscribed for	1,400
Number of periodicals "	1,452

The total amount expended for newspapers and periodicals in 1890-1 was \$7,444.34.

15. *Number of Evening Classes in Mechanics' Institutes in 1890-1*

Commercial Course.—Writing, Arithmetic and Book-keeping, 34 Classes.

English Course.—English and Canadian History, Composition and Grammar, 11 Classes.

Primary Drawing Course.—Freehand Drawing, Geometry, Linear Perspective, Model Drawing and Blackboard Drawing, 10 classes.

Mechanical Drawing Course.—Machine Drawing, Building Construction, Industrial Design, Advanced Perspective, 4 Classes.

Advanced Course shading Flat, etc., 1 Class.

Miscellaneous Subjects.—Shorthand, 1 class.

For details see tables.

TABLE A.—Receipts, Expenditure, Assets and Liabilities of

INSTITUTES.	RECEIPTS DURING THE YEAR.										Rent, Light and heating.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Amount received from sale of Periodicals, etc.	Lectures and Entertainments.	Other sources.	Total.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1 Aberarder	5 53	34 50	141 50		12 00			1 00	194 53		
2 Ailsa Craig	60 11	59 00	133 00			22 17			274 28		
3 Alliston		54 00	175 00					50 00	279 00	37 50	
4 Almonte	28 46	90 50	212 00			30 15	30 05	14 41	405 57	108 80	
5 Alton	95 34	46 00	168 00				133 60	40 50	483 44	11 11	
6 Alvinston	14 13	14 05	154 00					5 42	187 60	59 92	
7 Arkona	2 38	26 50	146 75			1 00	25 00	59 75	261 38	43 47	
8 Arnprior		27 95	91 75					11 42	131 12		
9 Arthur	81 22	50 50	214 75			12 90			359 37	49 90	
10 Athens	21 01	61 00	175 00						257 01		
11 Aylmer	11 56	90 20	147 30	50 00		19 40		97 95	416 41	80 00	
12 Ayr	79 60	115 80	250 00						445 40	54 40	
13 Aurora		261 55	200 00					267 52	729 07	20 52	
14 Baden		231 46	152 00	25 00			4 50		412 96	48 06	
15 Barrie	1 30	230 75	298 00	175 00	11 50	18 85		21 50	756 90	167 10	
16 Beamsville	40 83	73 00	242 00	15 00			10 05	6 60	387 48	53 00	
17 Beaverton	30 25	72 35	150 00			13 46		100 90	366 96	77 63	
18 Beeton	12 32	51 00	193 00	25 00				2 68	284 00	7 00	
19 Belfountain	7 47	19 50	143 25					76	170 98		
20 Belleville	7 59	335 00	316 00	200 00	84 00	56 50		289 45	1288 54	367 15	
21 Belmont	108 15	31 05	28 00						167 20		
22 Blenheim	38 37	92 50	275 00	70 00	7 00			15 25	498 12		
23 Blyth	96 01	39 50							135 51	25 00	
24 Bobcaygeon	71 45	54 00	287 87	50 00		8 95		8 60	480 87	39 77	
25 Bolton	19 53	58 50	227 00			1 30	4 30	15 00	325 63	87 00	
26 Bothwell		100 00		100 00				2 00	202 00		
27 Bowmanville	107 72	158 95	250 00	75 00		61 30		4 80	657 77	156 21	
28 Bracebridge		91 90	144 00						235 90	63 95	
29 Bradford	169 43	19 50	170 00						358 93		
30 Brampton	26 94	133 75	250 00	100 00			15 00	7 91	533 60	135 45	
31 Brighton	118 50	41 00	148 00			10 00		191 08	508 58	65 00	
32 Brockville	45 06	677 00	350 00	300 00		31 50	123 50	505 25	2032 31	365 60	
33 Brougham		51 00						5 00	56 00		
34 Brussels	34 45	21 00	59 50	50 00					164 95	36 50	
35 Burk's Falls		54 00	201 00		1 00			91 89	347 89	1 00	
36 Caledon	18	25 00	128 00						158 18		
37 Caledonia	57 35	32 00	240 00						329 35	6 00	
38 Camden East		42 50	50 40						92 90		
39 Campbellford	8 28	107 95	110 00			11 65	77 50	50 00	365 38	110 35	
40 Cannington	42	116 00	307 75	25 00		22 55	5 25		476 97	72 00	
41 Cardinal	78 33	53 00	130 50					33 45	295 28	35 55	
42 Carleton Place	14 76	166 50	316 00	75 00		18 93		121 30	712 49	175 42	
43 Chapleau	222 35	283 45	162 67			9 75	200 83	229 93	1108 98		
44 Chatsworth	2 07	66 25	229 00		3 50			63	301 45	1 10	
45 Cheltenham	2 63	27 50	175 00						205 13	12 00	
46 Chesley		76 50		45 00			32 60	4 50	158 60	9 95	
47 Clarksburg*											
48 Claude	117 55	26 75	73 00						217 30	2 00	
49 Clifford	52 90	34 00	125 00					15 50	227 40		
50 Clinton	16 54	91 50	250 00	100 00		6 30	10 25	33 63	508 22	16 07	
51 Cobourg	5 19	116 00	215 50	55 00				93 58	485 27	81 58	
52 Colborne	62 98	50 00	113 10						226 08	31 40	
53 Cold Springs		36 00					40 70	39 65	116 35		
54 Collingwood	405 76	133 00	182 50			31 61			752 87	102 99	
55 Cornwall	55 50	141 50	95 30			9 40	96 27	109 89	507 86	219 97	
56 Deseronto	2 11	203 90	161 60	50 00		45	14 25	330 02	762 33	157 60	
57 Drayton	5 51	82 25		25 00			31 00	50 00	193 76	72 60	
58 Dresden	50	30 60	109 30	24 00				25 00	189 40	110 50	

* No report.

Mechanics' Institutes for the year ending 30th April, 1891.

EXPENDITURE DURING THE YEAR.											ASSETS AND LIABILITIES.	
	Salaries.	Books (not fiction).	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1		110 53	18 82			18 00		43 55	3 63	194 53	318 63	
2	110 00	41 30	3 11		50 00			23 25	46 62	274 28	1756 62	
3		180 00	30 00					31 50		279 00		
4	69 00	115 54	6 94	17 00	74 14			14 15		405 57	1216 00	
5	20 75	143 89	60 47				29 02	217 18	1 02	483 44	2224 86	
6	21 10	42 55	9 65		48 85			5 53		187 60	210 00	5 42
7	48 00	95 42	10 00		44 00			16 74	3 75	261 78	928 75	
8	24 00	48 75	14 50					43 87		131 12	975 00	11 42
9	46 85	122 51	2 60		50 42			15 58	71 51	359 37	1309 13	
10	29 00	83 07	25 56					16 90	102 48	257 01	705 66	77 97
11	60 00	38 71	9 70		52 10			150 35	25 55	416 41	3295 47	100 00
12	15 00	112 71	30 78		72 35			27 58	132 58	445 40	1732 58	
13	85 00	129 43	20 65		17 37		129 55	323 78	2 77	729 07	3909 75	970 65
14	36 00	114 49	16 56	7 75	10 83			170 98	8 29	412 96	463 29	
15	233 33	109 76	35 07	26 10	55 65	8 00		82 14	39 75	756 90	3539 75	249 82
16	62 50	106 53	49 39		42 00			12 40	61 66	387 48	732 58	
17	50 00	126 10	26 00		21 96			49 06	16 27	366 96	364 97	
18	25 00	137 08	21 53	2 40	50 00			34 05	6 94	284 00	930 94	
19	4 00	128 86	25 92			8 50			3 70	170 98	453 52	
20	335 00	156 00	50 00	18 00	122 78	124 00		102 70	12 91	1288 54	4437 91	320 00
21	50 50	64 05	12 95					16 15	23 55	167 20	425 18	
22	78 75	136 14	36 87	7 00	73 47	37 50		45 58	82 81	498 12	525 81	46 85
23		20 00	5 00					31 18	54 33	135 51	1109 33	
24	49 75	113 15	43 14		26 35	45 00		9 82	153 89	480 87	739 80	
25		92 51	5 03		71 50			62 40	7 19	325 63	767 19	15 00
26	12 00	112 07	49 54					12 07	16 32	202 00	177 93	
27	120 00	130 64	29 42		83 40	69 00		52 72	16 38	657 77	2166 38	
28	46 00	21 79	3 23		44 78			35 33	20 82	235 90	1435 32	
29	20 00					54 50		4 95	279 48	358 93	904 48	20 45
30	140 20	120 73	30 00		63 25		7 70	27 75	8 52	533 60	1299 98	35 87
31	68 75	59 17	11 11		56 10			101 45	147 00	508 58	1052 00	
32	425 00	266 11	344 26	73 50	152 35	60 00		345 30	19	2032 31	3289 19	350 00
33		43 20	10 40					39	2 01	56 00	55 61	4 00
34	25 00	64 66	16 00					16 13	6 66	164 95	1606 66	13 65
35		97 19	19 90			72 00		132 59	5 21	347 89	233 63	78 00
36	20 00	50 07	10 07	75				10 57	61 72	153 18	935 19	
37	10 00	130 32	44 60			65 00		23 21	50 22	329 35	1093 43	
38		56 16	21 24					13 02	2 48	92 90	141 30	56 55
39	52 50	29 40	21 28	12 00	68 96		57 00	13 86	03	365 38	1030 03	67 50
40	36 00	155 53	37 00		51 20	98 00	3 50	23 34	40	476 97	550 40	67 00
41	36 62	61 09	37 10		51 55			22 12	51 25	295 28	334 44	
42	130 00	125 84	26 39		58 20			191 48	5 16	712 49	1005 16	9 50
43	155 00	2 78	3 44		44 35			903 41		1108 98	2300 00	614 49
44	10 00	144 54	34 85			28 78		69 21	12 97	301 45	435 60	39 60
45	28 00	123 88	20 00					10 76	10 49	205 13	1221 32	
46	10 00	70 00	30 08				29 08	5 79	3 70	158 60	127 50	
47												
48		8 23						24 95	182 12	217 30	1497 12	
49	24 00	116 78	30 99					8 85	46 78	227 40	685 82	
50	150 00	119 83	30 17		53 87			138 28		508 22	3201 00	42 93
51	38 00	150 45	27 85		85 80	54 00		45 98	1 61	485 27	999 91	134 50
52	10 00	55 53	13 65		28 30			11 30	75 90	226 08	929 67	
53	2 25	70 29	16 30				7 25	16 71	3 55	116 35	133 44	13 55
54	83 16	101 43	66 22		90 15			99 69	209 23	752 87	3019 27	82 40
55		82 51	11 37		48 94			141 23	3 84	507 86	331 84	
56	123 03	40 00	62 19		90 25			289 26		762 33	12 00	234 93
57		40 38	9 96		20 00		26 00	12 40	12 42	193 76	1223 42	50 00
58		46 00	8 00		23 90			1 00		189 40	345 00	32 50

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	RECEIPTS DURING THE YEAR.									Rent, Light and Heating.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Amount received from sale of Periodicals, etc.	Lectures and Entertainments.	Other sources.	Total.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
59 Duart	44	36 00		50 00			30 35	45 00	161 79	40
60 Dufferin	15 50	17 00	100 00				23 72	25	156 47	15 00
61 Dundalk		31 04	154 00						185 04	2 00
62 Dundas	2 21	246 60	151 00	100 00		13 75	51 10	47 00	611 66	246 34
63 Dunnville		75 00	44 84					79	120 63	34 00
64 Durham	26 12	86 25	193 00				18 00	33 00	356 37	5 25
65 Elmira	25 91	58 20	222 50		28 00			3 42	338 03	33 32
66 Elora	1 20	131 33	327 00				87 50		547 03	50 00
67 Embro	13 85	100 00	225 60	25 00			57 44		421 89	79 55
68 Ennotville	35 47	25 00	150 00					50	210 97	2 60
69 Essex	9 46	74 50	229 00	100 00	27 00	13 30			453 26	69 87
70 Exeter	13 93	66 00	205 00	35 00				34 15	354 08	3 00
71 Fenelon Falls	112 13	91 00	148 00	110 00	16 00	36 75		14 45	528 33	190 28
72 Fergus	47 72	95 35	250 00	50 00	13 00	8 70	64 00	15 35	544 12	33 82
73 Fontheill	16 17	52 75	183 00			6 20	12 30	46 03	316 45	45 53
74 Forest	60 85	85 00	25 00					15 00	185 85	
75 Forks of the Credit	13 96	32 50	100 00						146 46	2 75
76 Fort Erie		67 00		50 00				76 00	193 00	4 00
77 Galt	51 90	260 20	250 00			25 00		3 25	590 35	19 00
78 Garden Island	117 49	75 00	300 00	118 68		39 91		252 91	903 99	172 30
79 Georgetown	3 35	71 93	86 00	40 00					201 28	80 00
80 Glencoe	2 53	56 25	206 00			36 55		1 55	302 88	66 51
81 Glen Morris	4 56	26 50	163 00				13 15	30 00	237 21	40 03
82 Goderich	20 13	122 25	283 00	100 00	61 00	48 35		31 40	666 13	127 07
83 Grand Valley	5 35	49 35	151 00			4 05		25 61	235 36	20 00
84 Gravenhurst										
85 Grimsby	79 03	120 62	250 00	50 00			19 60		519 25	72 01
86 Hanover										
87 Harriston	40 87	64 75	260 80		4 50	2 00	8 25	68 55	449 72	80 00
88 Hastings										
89 Hensall		122 85						51 40	174 25	2 90
90 Hespeler	21 62	25 00	213 00	100 00	15 20			31 60	406 42	64 05
91 Highgate	105 43	36 00	95 50	25 00					261 93	2 00
92 Highland Creek	2 63	29 50	107 00				5 85		144 98	17 45
93 Holyrood	18 77	52 00	175 00	20 00			11 55	50	277 82	11 75
94 Huntsville	4 61	51 50	79 00	25 00					160 11	36 76
95 Inglewood		124 00							124 00	
96 Iroquois	54 04	91 20	100 00					38 00	233 24	84 00
97 Islington		28 47	31 00	25 00				32 20	116 67	
98 Jarvis	8 02	67 50	144 70					1 55	221 77	
99 Kemptville*										
100 Kincardine	38 67	118 70	250 00	150 00	17 00			85 00	659 37	81 92
101 Kingston	1 65	492 00	205 00		110 00	74 30	136 30	159 81	1179 06	257 90
102 Lake Charles		25 50		25 00				4 65	55 15	1 00
103 Lancaster	21 07	30 00	35 50	10 00		7 28	1 90	31 50	137 25	3 42
104 Leamington	50	86 00	150 00	75 00					311 50	95 00
105 Lindsay		150 50	183 00	150 00		22 54		350 00	856 04	216 59
106 Lion's Head		26 25	77 00	20 00			28 35	63 68	215 28	14 00
107 Listowel	35 15	63 60	189 00		11 00		25 18	138 33	462 26	27 45
108 London	13 02	358 00	250 00			67 75		1699 38	2388 35	98 80
109 L'Orignal	4 73		47 40			7 75		34 95	94 83	12 44
110 Lucan	46 85	25 00	121 00						192 85	20 00
111 Lucknow		141 00	326 00	120 00		2 25		11 25	600 50	86 97

* No Report.

and Liabilities, etc.

EXPENDITURE DURING THE YEAR.

ASSETS AND
LIABILITIES.

	Salaries.		Books (not fiction).		Books (fiction.)		Bookbinding.		Magazines, Newspapers, etc.		Evening Classes.		Lectures and Entertainments.		Miscellaneous.		Balance on hand.		Total.		Assets.		Liabilities.		
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	
59	4	55	36	95	8	75									81	10	30	04	161	79	222	69			
60			85	46	17	54									7	83	30	64	156	47	220	52			
61			130	72	26	32									26	00			185	04	325	00	21	00	
62	150	00					30	00	50	65	35	00			96	83	2	84	611	66	9394	44	65	68	
63	25	00	10	00	31	50									3	29	16	84	120	63	1358	18	29	50	
64	71	00	23	75					18	00	3	65			10	77	223	95	356	37	3823	95			
65	57	00	118	00	25	80			39	52	15	50			35	09	13	80	338	03	558	32			
66	90	00	121	33	28	39	20	00	52	45			63	50	68	86	52	50	547	03	7452	50			
67	20	00	150	00	54	21			49	80					14	25	54	08	421	89	2416	23			
68	35	00	109	70	27	16									5	08	31	43	210	97	2228	29			
69	105	44	122	48	28	08			48	88	27	00			32	80	18	71	453	26	895	39	47	82	
70	60	00	184	50	40	60	40	38	25	60									354	08	2397	75	35	15	
71	20	00	78	09	37	70			79	06	50	00			38	90	34	30	528	33	1291	33			
72	66	58	131	34	43	22			90	70	30	00	11	00	31	95	105	51	544	12	4425	51			
73			144	80	10	52			30	53					80	21	4	86	316	45	785	85			
74	50	00	105	12	23	24									6	00	1	49	185	85	1376	49			
75	7	00	90	39	16	45									22	18	7	69	146	46	327	69			
76			79	85	20	00									59	25	29	90	193	00	192	06	37	90	
77	210	00	115	32	31	04	11	85	112	10					41	69	49	35	590	35	6349	35			
78	60	00	245	95	59	50			117	64	99	00			149	60			903	99	2560	00			
79	40	00	11	15			6	00	26	75					10	35	27	03	201	28	1102	03			
80	35	00	88	48	22	52			57	90					27	12	5	35	302	88	1091	35	25	00	
81	15	00	88	88	11	57			37	00					37	62	7	11	237	21	552	12	30	00	
82	170	00	128	66	25	00			97	22	87	00			31	18			666	13	2607	00	47	78	
83	5	00	65	40	16	33			38	40	45	07			42	37	2	79	235	36	510	87	7	61	
84																									
85	80	00	141	69	32	89	3	60	76	25					49	25	63	56	519	25	4293	56			
86																									
87			96	07	21	45			64	10	58	45			111	90	17	75	449	72	1379	89	95	00	
88																									
89			123	63	23	79									15	00	8	93	174	25	170	00	45	00	
90	50	00	79	39	27	14			22	49	67	50			50	35	45	50	406	42	1520	50			
91	10	00	88	18	56	39									8	15	97	21	261	93	402	60			
92	7	50	89	30	13	68							30		11	88	4	87	144	98	233	87			
93	26	00	82	85	26	25			6	50			30	00	62	92	31	55	277	82	686	55			
94	19	12	30	20	8	70			36	75					18	63	9	95	160	11	250	00			
95			99	29	18	71									4	50	1	50	124	00	132	00			
96			104	05	19	10			59	25					11	26	5	58	283	24	525	45			
97			50	72	51	98									10	31	3	66	116	67	145	04			
98			147	13	29	08									24	69	20	87	221	77	402	08			
99*																									
100	112	00	124	28	13	41	50	92	101	04	34	00			62	22	79	58	659	37	2674	58	284	00	
101	376	35	124	44	26	12	3	90	122	20	135	00	62	80	51	60		75	1179	06	3715	00	167	00	
102			28	13	6	87									19	15			55	15	76	35			
103	14	00	64	43	9	00	15	55							13	61	17	24	137	25	447	24			
104	110	00	82	65	20	00									3	85			311	50	218	65	74	00	
105	75	00			109	40			90	92					350	75	13	38	856	04	2283	38	350	00	
106			131	53	26	90									35	06	7	79	215	28	315	79			
107	74	00	115	22	30	55			33	03	11	00			162	48	8	53	462	26	712	53	200	23	
108	377	90	120	08	34	00	34	40	167	78					1545	08	20	31	2388	35	28000	00	18000	00	
109	8	75													57	75	15	89	94	83	540	89	35	00	
110			67	66	33	41									21	60	50	18	192	85	1238	18			
111	108	75	189	55	58	84	12	75	53	35					88	11	2	18	600	50	774	87	215	00	

* No Report.

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	RECEIPTS DURING THE YEAR.										Rent, Light and Heat.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Amount received from sale of Periodicals, etc.	Lectures and Entertainments.	Other sources.	Total.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
112 Manitowaning*											
113 Manotick	15 58	25 00	34 50						75 08		
114 Markdale	11 60	47 45	151 00					1 00	211 05	1 65	
115 Markham	5 13	51 50	40 00					85 70	182 33	40 00	
116 Meaford	94 16	75 25	178 40						347 81		
117 Melbourne	58 92	8 93	71 50			25			139 60		
118 Merrickville	12	35 25	50 00						85 37		
119 Merriton	4 62	11 00		25 00				5 00	45 62	1 60	
120 Metcalfe*											
121 Midland	21 81	100 65	277 70	80 00	1 50	19 95		156 30	657 91	84 75	
122 Milton	198 86	87 00	369 00					42 89	697 75		
123 Mitchell	1 25	57 67	201 00	100 00				2 00	361 92	103 77	
124 Mono Road	11 24	26 00	157 00						194 24		
125 Morrisburg.	6 97	126 85	217 20	75 00		22 82		2 32	451 16	100 54	
126 Mount Forest	42 36	62 90	246 00					55 60	406 86	60 00	
127 Napanee	173 22	158 00	301 00			10 60		3 90	646 72	102 44	
128 Newburgh	03	52 05	301 00			15 69			368 77	37 50	
129 New Hamburg	40 96	32 00	114 40	50 00					237 36	25 00	
130 Newmarket	12 85	31 50	58 00						102 35	14 10	
131 Niagara	9 88	54 67	89 85	75 00					229 40	12 70	
132 Niagara Falls	144 91	48 75	250 00	300 00	40 00	3 40			787 06	122 15	
133 Niagara Falls, S.	9 06	38 95	140 00						188 01		
134 Norwich	44 71	121 40	158 00					55	324 66	25 00	
135 Norwood*											
136 Oakville	4 13	43 88	175 00			3 25			226 26	5 35	
137 Oil Springs*											
138 Orangeville	122 84	100 00	259 00	50 00		29 75		79 85	641 44	75 00	
139 Orillia	299 79	93 75	250 00	100 00				1 00	744 54	130 72	
140 Orono	3 95	42 95							46 90		
141 Oshawa	3 95	155 15	250 00			47 35	45 50	194 75	696 70	190 34	
142 Ottawa		67 00						9 00	76 00		
143 Owen Sound	86 67	232 30	394 00		16 00	30 57	59 21	5 00	823 75		
144 Oxford Mills	1 58	38 75	69 50				76 33		186 16	20 90	
145 Paisley	19 09	39 00	50 00			15		1 45	109 69		
146 Palmerston	6 29	25 00	65 00					70 00	166 29	15 00	
147 Paris		284 42	322 00	150 00		44 35		44 30	845 07	65 00	
148 Parkhill											
149 Parry Sound	47 16	111 50	163 00	50 00				15 96	387 62	135 90	
150 Penetanguishene	44 81	95 00	250 00	50 00				208 11	617 92	55 00	
151 Perth	14	163 00	250 00	100 00		65			513 79	165 90	
152 Peterborough	4 20	356 15	304 00	100 00	12 00	63 55		237 90	1077 80	65 00	
153 Petrolia*											
154 Picton	1 50	142 05		25 00	10 00		14 47	16 81	209 83	33 40	
155 Point Edward	68 64	78 75	138 60			9 80	2 27	17 02	315 08	25 00	
156 Port Arthur	41 71	202 50	150 00	150 00				133 46	677 67	135 50	
157 Port Carling	154 09	25 00						92 31	271 40	2 50	
158 Port Colborne	12 13	27 25	71 00						110 38		
159 Port Elgin	3 46	127 75	84 00	45 00					260 21		
160 Port Hope	10 42	255 75	250 00			58 17		55 04	629 38	107 45	
161 Port Rowan		175 00		25 00		15 00		188 02	403 02		
162 Prescott	10 21	104 00	200 00					3 52	317 73	5 39	
163 Preston	30 20	81 00	250 00	200 00		4 00		3 00	568 20	60 00	
164 Renfrew	77 32	67 00	136 70					8 00	289 02	50 00	
165 Richmond Hill	13 42	57 20	65 80				10 55	14 04	161 01		
166 Ridgetown	86 34	111 50	250 00	125 00				13 65	586 49	94 42	
167 Ripley	14 42	53 00	151 70	50 00	30 50		48 90	4 00	352 52	74 65	
168 Ronney		39 10		25 00				10 45	74 55		

* No Report.

† Re-opened since 30th April.

and Liabilities, etc.

EXPENDITURE DURING THE YEAR.											ASSETS AND LIABILITIES.	
Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.		Assets.	Liabilities.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
112*												
113		54 42	8 79				2 55	9 32	75 08		111 03	
114	20 00	75 90	9 82	56 20			41 40	6 08	211 05		405 12	20 00
115		78 11	19 69				1 90	5 08	182 33		1145 08	
116	75 25	150 59	49 84				36 90	35 23	347 81		2035 23	
117							3 50	136 10	139 60		371 60	29 95
118		25 10	15 63					44 64	85 37		844 64	
119		8 68					15	35 19	45 62		394 00	
120*												
121	100 00	119 08	30 52	49 39	77 75		175 48	20 94	657 91		894 14	173 60
122	40 00	199 80	20 40	1 15	73 23	75 00	15 70	272 47	697 75		5788 12	
123	49 65	84 21	15 50			89 44	17 35	2 00	361 92		3403 00	
124	15 00	114 20	25 98				10 30	28 76	194 24		644 76	
125	84 00	91 84	36 00		71 40		58 69	8 69	451 16		378 69	19 50
126	20 00	161 25	7 75		65 50		17 40	74 96	406 86		1701 96	
127	102 50	121 08	28 80		50 00	51 00	38 57	152 33	646 72		1427 33	62 00
128	99 00	135 75	14 67		51 40		28 39	2 06	368 77		475 00	25 00
129	3 15	84 86	40 00				11 30	73 05	237 36		882 99	
130	2 00						19 00	67 25	102 35		467 25	197 42
131	30 00	40 01	14 20		56 00		1 15	75 34	229 40		2825 34	
132	110 00	158 00	81 29		62 76	40 00	41 15	158 21	787 06		4808 21	
133	9 00	133 57	15 22				24 09	6 13	188 01		551 13	
134	55 00	126 08	39 31	20 15	38 50		7 49	13 13	324 66		2353 53	
135*												
136	30 00	123 85	29 83	10 45			12 95	13 83	226 26		1763 83	
137*												
138	75 00	130 33	34 04		71 15	16 00	55 90	184 02	641 44		1850 00	32 00
139	104 17	124 17	41 83		72 42		62 78	208 45	744 54		2658 45	40 00
140		34 55	2 20				3 53	6 62	46 90		108 39	
141	40 00	120 56	30 05		121 05		91 73	34 82	696 70		695 17	200 00
142					14 00		53 14	8 86	76 00		784 43	122 15
143	102 50	193 16	104 34		111 51	178 50	25 60	108 14	823 75		4268 14	75 75
144	24 00	34 86	1 11		24 50		6 72	19 42	186 16		129 42	
145	30 00						14 55	65 14	109 69		1814 14	
146		105 77	10 77			25 21		9 54	166 29		285 46	98 00
147	170 00	186 10	73 44	70 65	110 50		168 78		845 07		10000 00	20 90
148												
149	80 65	68 24	4 47		69 73		19 51	9 12	387 62		529 00	128 20
150	110 67	118 25	37 50		81 39		245 11		647 92		1209 67	352 37
151	113 75	120 14	34 51		54 58		24 27	64	513 79		1900 64	
152	195 00	404 10	55 32	44 93	127 60	66 50	72 71	46 64	1077 80		7301 36	175 00
153*												
154	13 25	62 19	20 03		28 20		27 85	8 16	209 83		95 38	80 85
155	45 00	54 16	80 46		50 15		17 91	42 40	315 08		2717 97	
156	56 66	122 87	54 56		35 85		270 49	1 74	677 67		954 74	153 60
157		156 04	56 20		34 50		13 28	8 88	271 40		357 88	106 40
158		18 60	14 75				10 00	67 03	110 38		1016 54	
159	25 00	113 22	29 75				88 78	3 46	260 21		1053 46	
160	120 00	121 61	38 81		112 63		128 88		629 38		2786 36	97 54
161	1 00	245 00	55 00		53 87		48 15		403 02		426 87	101 62
162	48 00	72 00	105 75				51 50	35 09	317 73		3367 51	
163	85 00	202 78	29 52	8 20	106 36		46 34	30 00	568 20		6205 79	
164	36 00	83 43	7 35	31 39			25 42	55 43	289 02		2786 59	
165	24 00	80 76	20 00		18 45		7 55		161 01		1500 00	51
166	82 50	124 60	35 40	30 50	79 30		49 32	90 45	586 49		3775 51	
167	27 25	91 27	39 14		45 53	14 97	32 30	18 50	352 52		510 61	64 58
168	50	54 89	9 40				9 76		74 55		68 64	2 71

* No Report.

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	RECEIPTS DURING THE YEAR.										Rent, Light and Heating.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Amount received from sale of Periodicals, etc.	Lectures and Entertainments.	Other sources.	Total.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
169 Russell	58 52	42 00	127 50			3 35			231 37	16 40	
170 Sault Ste. Marie.	70 10	61 10	168 00	80 00		50	14 00		393 70	78 40	
171 Scarborough	92 26	48 30	113 60		17 00			85	272 01	2 80	
172 Seaforth	80 10	374 40	250 00	100 00		25 40	85 38	4 11	919 39	113 03	
173 Shedden		57 50					34 60	66 49	158 59		
174 Shelburne	44 83	59 75	156 25						260 83	45 00	
175 Smith's Falls.		219 00	201 20	100 00		3 75			523 75	90 95	
176 Southampton	133 08	53 25	200 00	30 00				85	417 18		
177 Stayner*											
178 Stouffville	38 82	104 00	250 00		19 00	1 40		43 95	457 17	55 00	
179 Stratford	6 57	119 25	200 00	150 00					475 82	54 75	
180 Strathroy	35 54	159 16	250 00	75 00				14 00	533 70	86 93	
181 Streetsville	30 11	37 95	82 85				61 78		212 69	40 00	
182 St. George	69 75	56 53	200 00				102 15	128 72	557 15	99 59	
183 St. Helen's	12 37	25 10	101 00	20 00		26	17 44	3 10	179 27	16 68	
184 St. Mary's		128 00	350 00	150 00		14 05		2 76	644 81	130 00	
185 Tara		35 00	154 00	20 00				6 10	215 10		
186 Tavistock	1 13	76 50	310 00					25	387 88	36 00	
187 Teeswater	52 86	90 60	118 00	25 00			56 95		343 41	51 95	
188 Thamesford	26 52	28 50	98 00						153 02	2 00	
189 Thamesville	186 27	231 00	329 00	50 00	37 50	4 30	149 31	33 79	1021 17	175 00	
190 Thorndale*											
191 Thorold	42 65	54 00	93 25					51 87	241 77	46 61	
192 Tilbury Centre		100 00						125 00	225 00		
193 Tilbury, East.		102 00		40 00				43 92	185 92		
194 Tilsonburg		66 00	154 00	24 00				23 74	267 74	32 11	
195 Tottenham		50 00	110 00					81 54	241 54		
196 Trenton	7 69	67 25	134 50			33 90		4 74	248 08	20 50	
197 Uxbridge	88	129 20	250 00		80 00		89 83	550 00	1149 91	192 37	
198 Vandorf	7 67	62 50	139 00				18 45		227 62	40	
199 Victoria	15 07	150 00							165 07	3 24	
200 Walkerton		97 75		10 00				19 50	127 25		
201 Wallaceburg*											
202 Wardsville*											
203 Waterdown*											
204 Waterford*											
205 Watford	2 54	59 00	168 75						230 29	36 00	
206 Welland	56 96	50 00	246 80	100 00		11 79		23 30	488 85	118 27	
207 Westford	31	26 00	35 00	10 00					71 31	2 00	
208 Weston	5 48	50 15	249 00	100 00		6 75		9 80	421 18	87 41	
209 West Toronto Junction.	308 80	54 50	283 00	350 00	17 00				1013 30	200 00	
210 West Winchester.	35 58	18 00						5 14	58 72		
211 Whitby	44 37	67 75	141 00				26 15	15 75	295 02	20 64	
212 Wharton		90 00	270 00		15 00	4 00			379 00	35 00	
213 Williamstown	46	27 50	139 00	25 00				1 50	193 46	36 20	
214 Windermere	30 00	27 00							57 00	25 00	
215 Wingham	105 58	67 00	250 00	100 00					518 58	80 65	
216 Woodbridge	106 80	28 50	175 00					26 50	336 80	8 45	
217 Woodstock	31 88	363 70	207 40	100 00					702 98	210 00	
218 Wroxeter	7 43	43 96	175 00					6 94	233 33	20 00	
219 Wyoming	61 23	51 00	171 00			4 50			287 73	5 00	
Total	7423 42	18481 47	31711 08	6816 68	717 20	1307 80	2448 16	9422 31	78328 15	10537 70	

* No Report.

and Liabilities, etc.

EXPENDITURE DURING THE YEAR.										ASSETS AND LIABILITIES.	
Salaries.	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
169 25 00	80 65	11 90		54 67			28 23	14 51	231 37	294 40	
170 82 00	117 01	27 63		59 20			23 25	6 21	393 70	366 27	
171 2 00	193 22	20 55	10 00		30 00		3 10	10 34	272 01	1904 84	15 00
172 350 00	121 61	29 01		118 60		42 97	88 93	55 24	919 39	4515 24	550 00
173 25 00	27 75	6 20		25 25		20 27	46 94	7 18	158 59	73 18	60 50
174 50 00	83 01	34 50		25 49				22 83	260 83	585 83	154 50
175 120 25	14 40	39 60		116 03	55 25		55 90	31 57	523 95	2225 00	100 00
176	131 03	21 29					81 30	183 56	417 18	1068 44	
177*											
178 70 00	118 36	35 41		49 64	52 50		76 26		457 17	2318 97	41 00
179 60 00	138 52	71 85	26 03	55 64			8 05	60 98	475 82	3410 93	
180 100 00	201 00	76 19		63 53			2 00	4 05	533 70	4324 05	
181 50 85				44 80		41 67	32 04	3 33	212 69	3153 33	55 15
182 75 00	120 00	38 26		21 85		60 09	67 75	74 61	557 15	3115 71	
183 36 15	31 22	1 25	1 40	30 40		15	30 53	31 49	179 27	161 01	
184 155 00	127 00	36 00		53 00	96 00		31 35	16 46	644 81	4645 00	
185	120 51	29 92					34 63	30 04	215 10	349 54	
186 48 00	121 24	29 00		43 05	25 00		33 77	51 82	387 88	564 31	
187 25 00	103 62	37 45		26 10		1 00	48 94	49 35	343 41	1170 35	
188 10 00	71 97	5 60					16 45	47 00	153 02	261 11	
189 275 00	152 63	136 42	13 50	85 80	50 00		49 27	83 55	1021 17	1145 13	
190*											
191 75 00	18 60			42 90			58 66		241 27	2900 00	43 25
192	122 33	50 13						52 54	225 00	240 00	125 00
193	139 80	20 00					16 25	9 87	185 92	169 80	48 50
194 68 00	41 10	32 08	6 43	64 35			23 67		267 74	800 00	23 74
195	13 95						227 59		241 54	367 69	81 24
196 120 00				51 75			35 00	20 83	248 08	805 83	
197 150 00	114 10	22 00	85 00	81 55	61 70	18 10	440 78	4 31	1149 91	5086 31	400 00
198 30 00	51 42	56 03		1 00		59 30	12 50	16 37	227 62	281 37	
199	99 25	25 75					17 75	19 08	165 07	255 74	
200 11 75	52 16			37 40			25 82	12	127 23	1060 12	
201*											
202*											
203*											
204*											
205 35 85	103 10	23 36			25 00		1 50	5 48	230 29	545 48	
206 67 20	120 74	31 31		51 85			53 36	46 12	488 85	3091 67	
207	32 25	7 40				4 00	15 40	10 26	71 31	86 25	10 00
208 65 31	102 94	24 59	19 80	52 60			52 15	16 38	421 18	1116 38	
209 175 00	137 07	40 00		41 70	50 00		138 51	231 02	1013 30	1008 09	
210 40 00	2 80						14 00		58 72	271 44	
211 67 00	54 35	27 16		16 43		18 75	13 90	76 79	295 02	1741 38	
212 26 00	120 00	30 00		36 00	25 00		107 00		379 00	500 00	
213 46 75	39 59	8 36		33 25			23 82	5 49	193 46	545 63	35 55
214 25 00				6 96			04		57 00	575 00	
215 104 00	125 69	25 39	12 60	72 75			20 96	76 54	518 58	1181 54	7 00
216 10 00	40 38	8 00		29 98	63 00		36 82	140 17	336 80	1340 17	142 00
217 144 00	93 45	41 25	21 49	131 83			22 65	38 31	702 98	3531 88	
218	181 33	23 52					8 48		233 33	2065 43	5 94
219 46 25	120 00	30 20		19 50		13 85	52 93		287 73	644 00	
11296 79	19233 65	5694 05	877 52	7444 34	2583 06	970 82	12469 44	7220 78	78328 15	334630 67	27874 24

* No Report.

TABLE B.—Membership, Libraries and Reading Rooms in

MECHANICS' INSTI- TUTES.	Number of Members.	NUMBER OF VOLUMES IN LIBRARY.										
		Biography.	Fiction.	History.	Miscellaneous.	General Litera- ture.	Poetry and the Drama.	Religious Litera- ture.	Science and Art.	Voyages and Travels.	Works of Refer- ence.	Total number of volumes.
1 Aberarder	91	32	108	37	253	.....	17	60	58	44	.....	609
2 Ailsa Craig	59	201	284	153	539	77	53	151	215	141	35	1849
3 Alliston*	125	137	280	270	177	87	30	118	152	127	43	1421
4 Almonte	45	95	611	159	381	.....	51	.....	119	108	43	1567
5 Alton	106	33	80	49	101	28	7	19	25	37	.....	379
6 Alvinston	55	33	289	94	267	25	40	93	139	87	33	1100
7 Arkona	76	66	295	102	233	85	104	29	92	53	50	1109
8 Arnprior	56	137	732	138	234	220	52	139	145	191	23	2011
9 Arthur	93	63	114	93	119	278	27	18	77	54	4	852
10 Athens	145	192	556	194	469	62	91	.....	250	137	121	2072
11 Aylmer	97	405	583	396	680	50	96	178	313	327	127	3155
12 Ayr	268	69	345	110	123	181	33	145	123	144	43	1316
13 Aurora	115	64	55	114	409	109	36	23	130	108	10	1058
14 Baden	267	398	1219	411	322	176	105	101	343	480	91	3646
15 Beamsville	125	34	239	79	101	.....	31	47	63	127	1	722
17 Beaverton	108	42	97	55	57	.....	2	21	44	41	29	388
18 Beeton	102	57	321	129	.....	195	58	154	31	105	38	1088
19 Belfountain	60	63	135	70	115	42	10	33	53	112	16	649
20 Belleville	245	127	1209	273	366	634	61	130	187	252	343	3382
21 Belmont	53	29	198	50	63	.....	6	17	35	29	25	452
22 Blenheim	138	69	258	138	171	38	14	20	124	123	6	961
23 Blyth	68	76	99	92	364	.....	22	62	69	58	28	870
24 Bobcaygeon	105	37	177	60	122	82	13	51	46	59	14	661
25 Bolton	117	83	357	116	130	.....	43	109	77	116	46	1077
26 Bothwell	100	13	95	22	25	14	13	8	14	19	.....	223
27 Bowmanville	160	213	692	290	219	42	45	248	109	350	78	2286
28 Bracebridge	128	131	394	176	50	129	72	80	184	111	19	1346
29 Bradford	39	95	200	105	100	90	30	51	71	60	25	827
30 Brampton	144	143	401	214	378	51	52	79	241	426	81	2066
31 Brighton	54	125	397	170	193	66	46	48	157	142	23	1367
32 Brockville	677	181	1245	281	676	545	100	50	165	181	99	3523
33 Brougham	51	10	27	25	14	14	15	5	7	7	.....	124
34 Brussels	47	274	223	165	309	48	45	98	221	179	32	1599
35 Burk's Falls	108	51	198	44	60	28	7	9	19	36	14	466
36 Caledon	50	77	243	87	223	5	25	73	58	46	20	857
37 Caledonia	52	64	518	88	490	196	21	67	74	85	6	1609
38 Camden East	55	21	43	18	24	27	.....	2	40	18	2	195
39 Campbellford	108	196	790	319	351	35	43	79	389	91	46	2339
40 Cannington	118	64	128	55	22	42	4	12	33	56	33	449
41 Cardinal	106	54	185	71	21	.....	5	.....	27	45	2	410
42 Carleton Place	182	86	417	106	81	56	36	61	144	152	14	1153
43 Chapeau	168	.....	313	199	.....	38	33	.....	183	.....	20	786
44 Chatsworth	71	61	130	62	42	48	7	72	49	96	.....	567
45 Cheltenham	53	150	228	121	437	65	29	72	115	115	41	1373
46 Chesley	106	25	99	28	25	28	14	10	18	8	7	262
47 Clarksburg†	58	97	229	114	354	61	29	33	116	87	18	1138
48 Claude	68	101	228	125	124	25	60	61	85	87	14	910
49 Clifford	187	225	648	354	168	218	99	56	278	190	61	2297
50 Clinton	123	104	110	182	137	98	32	150	233	105	.....	1151
51 Cobourg	50	112	937	152	362	55	95	8	92	162	.....	1975
52 Colborne	60	18	29	30	12	5	8	7	26	26	.....	161
53 Cold Springs	133	294	967	451	530	96	118	101	663	436	143	3799
54 Collingwood	128	20	85	49	112	9	15	19	16	21	5	351
55 Cornwall	287	29	268	77	51	.....	31	.....	22	32	20	530
56 Desoronto	143	104	354	79	251	113	40	25	118	60	18	1162
57 Drayton												

* Destroyed by fire, but since re-opened.

† No Report.

Mechanics' Institutes for the year ending 30th April, 1891.

NUMBER OF VOLUMES ISSUED.											READING ROOM.	
Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
1	56	494	52	93	18	145	38	174	1070			
2	53	381	32	395	79	16	48	118	1138		6	13
3												
4	159	949	593	12	284	23	93	35	435	2583	7	18
5	26	1568	49	204		6	21	49	6	1929		
6	51	589	204	323	46	13	26	37	180	1469	5	10
7	50	950	39	300	200	15	48	25	150	1787	7	10
8	18	898	22	322	118	29	9	18	51	1485	4	
9	35	463	151	230	85	5	50	24	185	1233	9	13
10	53	410	75	188	467	20	37	11	412	1682		
11	30	1200	38	500	90	25		200	160	2293	15	5
12	253	3169	93	435		62	112	165	505	4804	9	14
13	91	1909	337	598	508	39	637	421	662	5202		
14	108	162	216	340	176	20	25	108	324	1479	7	10
15	105	3012	137	129	173	39		78	615	4288	19	6
16	26	1173	69	192		38	157	25	582	2262	3	10
17	78	761	119	203		1	51	24	203	1440	15	25
18	11	887	53		87	48	642	49	207	1984	20	7
19	42	399	41	303	6		37	23	271	1122		
20	220	3730	960	175	1510	300	500	650	801	9656	40	15
21	7	701	9	21		1	4	38	42	831		
22	55	886	449	738	61	11	34	324	335	3168	7	20
23	25	310	60	327		13	31	29	87	882		
24	109	765	170	826	291	17	185	53	252	2668	5	7
25	43	1057	123	869		31	327	29	165	2647	11	14
26	7	221	23	33	6	2	19	8	12	331		
27	94	2611	289	400		31	297	20	481	4223	35	13
28	60	1395	265	38	45	19	13	120	187	2144	8	8
29	10	100	40	40	30	10	5	5	10	255		
30	60	1662	127	99	35	43	48	55	577	2712	14	9
31	18	553	35	19	25	15	17	15	117	814	9	10
32	310	9064	570	3795	2695	362	101	695	663	18255	19	30
33	21	153	18	28	17	1	4	8	25	275		
34	62	376	20	185	4	10	28	29	150	864		
35	61	136	44	102	61	5	14	7	107	537		
36	45	1066	8	19	3	21	92	26	12	1292		
37	25	205	70	385	130		10	50	47	930		
38	60	346	35	94	90		7	59	100	791		
39	22	2430	145	98	759	29	26	91	45	3650	10	5
40	80	520	335	133	91	8	20	35	410	1632	7	10
41	92	898	87	6		6		35	62	1186	11	6
42	49	1842	115	100	26	46	252	124	300	2854	5	11
43		629	114		55	14		42		854	3	11
44	106	491	131	85	42	10	263	46	299	1473		
45	56	254	62	290	76	105	40	42	71	999		
46	36	528	61	95	63	10	29	29	37	889		
47*												
48	15	205	35	245	54	12	6	41	13	626		
49	26	737	30	31	9	15	20	7	282	1187		
50	680	1420	702	1252	1908	373	186	605	950	8202	17	7
51	76	817	126	508	28	13	948	70	269	2855	12	25
52	37	957	85	280	70	21		23	182	1655	11	9
53	7	15	14	11		3		2	7	59		
54	59	2180	112	152	33	4	36	83	338	3007	20	12
55	35	772	117	625	4	16	29	40	47	1685	16	10
56	34	1145	53	80		42		40	95	1512	22	10
57	9	392	26	37	27	3	8	48	36	586	5	7

* No Report.

TABLE B.—Membership, Libraries and Reading Rooms in

MECHANICS' INSTITUTES.	Number of Members.	NUMBER OF VOLUMES IN LIBRARY.										Total number of volumes.
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	
58 Dresden	55	27	117	46	42	70	9	23	24	19	.....	377
59 Duart	66	24	103	42	31	39	9	24	10	43	2	327
60 Dufferin	50	35	114	32	57	35	8	35	6	25	2	349
61 Dundalk	124	35	96	64	65	64	.....	30	44	75	.....	473
62 Dundas	106	426	1106	575	520	367	129	79	1331	681	292	5506
63 Dunnville	77	170	451	150	301	61	41	64	83	173	30	1524
64 Durham	106	300	716	170	.....	401	69	16	255	206	46	2179
65 Elmira	62	77	278	50	283	144	20	29	39	109	11	1040
66 Elora	159	600	1513	622	1076	614	201	167	1320	722	198	7033
67 Embro	100	342	883	468	437	25	77	43	146	132	43	2596
68 Ennottville	50	159	378	175	232	184	51	171	205	85	55	1695
69 Essex	180	110	231	96	113	2	44	15	83	48	28	770
70 Exeter	103	124	670	167	250	121	82	160	162	340	145	2221
71 Fenelon Falls	116	37	629	375	511	.....	31	57	157	186	44	1627
72 Fergus	109	296	531	508	175	372	102	257	472	290	83	3086
73 Fonthill	104	120	248	175	243	64	38	81	134	159	47	1309
74 Forest	107	213	387	124	216	.....	74	193	204	44	52	1507
75 Forks of the Credit	65	35	143	114	72	.....	34	35	50	53	5	541
76 Fort Erie	134	20	283	38	43	2	22	36	74	23	2	543
77 Galt	262	338	802	387	718	524	158	177	522	356	102	4084
78 Garden Island	103	195	755	481	346	65	148	37	1129	474	92	3722
79 Georgetown	69	88	320	150	324	.....	35	43	184	59	26	1229
80 Glencoe	118	146	278	161	94	71	63	56	165	45	170	1249
81 Glenmorris	53	67	124	59	135	69	21	58	40	95	1	659
82 Goderich	132	283	686	285	403	120	106	147	318	248	103	2699
83 Grand Valley	64	76	144	66	98	39	25	68	32	44	5	597
84 Gravenhurst* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85 Grimsby	115	168	933	211	1044	231	65	41	461	384	51	3589
86 Hanover* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87 Harriston	105	153	574	213	356	322	90	187	388	236	41	2560
88 Hastings* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89 Hensall	126	32	43	22	.....	43	9	76	11	15	.....	251
90 Hespeler	60	209	421	226	490	20	79	.....	258	123	79	1905
91 Highgate	50	40	156	90	44	59	16	5	44	16	.....	470
92 Highland Creek	53	38	83	47	98	10	18	7	40	54	.....	395
93 Holyrood	52	71	178	85	94	99	42	95	38	48	14	764
94 Huntsville	79	27	85	27	3	15	12	17	43	43	10	282
95 Inglewood	104	16	43	46	19	16	7	14	13	2	2	178
96 Iroquois	122	16	235	70	75	.....	17	1	46	20	8	488
97 Islington	60	25	154	39	19	18	24	2	25	8	.....	314
98 Jarvis	62	23	200	57	89	104	9	37	28	73	.....	620
99 Kemptville .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100 Kincardine	181	200	1029	119	456	416	147	120	311	185	179	3162
101 Kingston	245	402	2545	257	261	680	81	200	485	496	219	5626
102 Lake Charles	51	6	22	8	24	.....	.....	6	8	5	4	83
103 Lancaster	70	39	108	100	88	43	19	44	72	36	25	574
104 Leamington	117	48	91	33	44	22	16	12	12	53	26	357
105 Lindsay	134	109	876	192	198	105	64	31	240	152	58	2025
106 Lion's Head	93	26	89	79	49	26	9	31	47	43	13	412
107 Listowel	65	77	295	85	50	148	36	30	44	38	15	818
108 London	303	279	1004	298	883	370	124	192	306	204	197	3857
109 L'Orignal* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* No Report.

Mechanics' Institutes for the year ending 30th April, 1891.

NUMBER OF VOLUMES ISSUED.												READING ROOM.	
Biography.		Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
58	28	350	45	20	75	15	50	40	25	.....	648	3	7
59	12	392	113	93	22	7	17	9	134	5	804	.....	.....
60	11	180	13	33	23	1	23	1	35	.....	320	.....	.....
61	200	300	100	200	200	15	200	100	35	.....	1350	.....	.....
62	75	2250	183	177	71	28	20	203	327	3	3337	14	7
63	75	860	94	251	126	41	23	75	320	.....	1865	.....	.....
64	110	1041	169	.....	274	28	.....	60	590	14	2286	.....	.....
65	48	674	62	599	71	6	65	22	225	.....	1772	4	11
66	63	2014	190	350	882	35	17	161	373	3	4088	12	2
67	672	780	595	280	140	118	320	260	67	50	3282	9	11
68	27	559	28	70	158	9	21	24	34	1	931	.....	.....
69	80	1500	186	97	.....	31	.....	25	178	.....	2097	4	11
70	78	1352	171	404	38	39	115	105	844	24	3170	8	5
71	9	1198	97	311	.....	12	29	46	443	.....	2145	14	22
72	129	2221	434	126	389	65	95	203	672	.....	4334	9	13
73	53	628	100	205	111	14	60	64	204	2	1441	7	14
74	36	300	32	26	.....	10	98	21	28	.....	551	.....	.....
75	50	487	402	160	.....	12	16	47	198	.....	1372	.....	.....
76	1	79	10	16	2	1	3	17	14	.....	143	.....	.....
77	118	3847	171	462	840	78	32	214	547	9	6318	33	9
78	14	589	81	64	26	61	3	126	58	.....	1022	15	20
79	18	875	65	301	.....	12	17	36	75	5	1404	4	7
80	110	513	125	80	25	70	80	80	90	.....	1173	11	8
81	21	270	51	316	11	1	40	4	157	.....	871	3	8
82	78	2048	98	144	6	65	48	121	256	13	2877	29	13
83	33	230	15	212	7	5	26	10	95	.....	633	4	11
84*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	28	2533	105	1924	738	35	27	153	164	.....	5707	11	9
86*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	119	651	150	74	21	65	28	40	750	12	1910	9	9
88*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	103	265	60	.....	105	30	486	89	36	.....	1174	.....	.....
90	60	700	84	380	.....	38	.....	140	440	.....	1842	11	1
91	13	190	52	18	20	6	3	11	9	.....	322	.....	.....
92	68	230	164	347	20	59	16	89	138	.....	1131	.....	.....
93	75	400	160	110	150	50	200	25	100	10	1280	2	.....
94	61	426	72	11	22	13	37	30	178	1	851	4	7
95	2	15	4	4	.....	2	2	1	1	.....	31	.....	.....
96	18	647	99	166	.....	69	9	84	5	.....	1097	12	18
97	41	788	21	70	51	14	.....	2	66	.....	1053	.....	.....
98	11	859	140	10	77	4	25	20	150	.....	1296	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	70	3934	248	3062	97	73	66	162	216	44	7972	17	12
101	88	3139	176	3650	2630	65	73	347	195	122	10485	13	34
102	43	132	24	138	.....	9	26	45	52	13	473	.....	.....
103	16	308	66	38	4	9	146	44	49	.....	680	.....	.....
104	72	653	41	62	11	16	6	18	386	25	1290	13	4
105	100	2058	75	160	45	20	10	112	140	.....	2720	14	10
106	8	105	39	46	7	2	7	3	60	.....	277	.....	.....
107	51	929	138	63	158	21	17	118	35	.....	1530	8	9
108	97	3083	206	346	27	92	110	75	483	.....	4518	27	31
109*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* No Report.

TABLE B.—Membership, Libraries, and Reading Rooms in

MECHANICS' INSTI- TUTES.	Number of Members.	NUMBER OF VOLUMES IN LIBRARIES.										Total number of volumes.
		Biography.	Fiction.	History.	Miscellaneous.	General Litera- ture.	Poetry and the Drama.	Religious Litera- ture.	Science and Art.	Voyages and Travels.	Works of Refer- ence.	
110 Lucan	55	98	521	98	72	175	61	95	79	115	19	1333
111 Lucknow	142	76	245	63	102	107	19	90	45	45	114	906
112 Manitowaning*												
113 Manotick	50	4	39	18	69	5	4	4	9	12	2	166
114 Markdale	55	53	179	79	97	41	5	25	30	37	....	546
115 Markham	101	144	275	148	138	15	39	22	287	163	....	1231
116 Meaford	145	175	540	138	295	....	47	....	165	114	67	1541
117 Melbourne	23	16	35	28	13	51	8	40	27	13	12	243
118 Merrickville	65	143	377	172	513	114	36	137	84	102	33	1711
119 Merrittton	22	12	174	59	116	27	21	....	34	35	....	473
120 Metcalfe*												
121 Midland	117	139	348	132	201	3	37	128	106	178	....	1277
122 Milton	129	388	468	385	635	469	120	111	330	373	105	3384
123 Mitchell	151	154	564	274	462	143	39	100	178	250	29	2193
124 Mono Road	52	61	127	75	196	37	19	109	72	147	10	853
125 Morrisburg	110	54	289	78	26	103	12	6	24	27	24	643
126 Mount Forest	140	137	370	201	571	....	37	94	127	154	22	1713
127 Napanee	158	233	633	220	109	120	64	34	234	555	23	2225
128 Newburgh	103	62	214	103	122	....	23	18	48	72	1	663
129 New Hamburg	64	88	240	170	398	....	41	....	15	100	11	1066
130 Newmarket	53	63	230	99	192	21	35	40	64	134	43	921
131 Niagara	52	375	754	473	400	432	188	....	312	291	46	3271
132 Niagara Falls	195	304	1048	400	331	295	131	62	424	224	70	3289
133 Niagara Falls, S.	135	47	120	96	142	39	28	48	41	49	25	635
134 Norwich	129	159	897	243	384	126	62	121	118	166	52	2328
135 Norwood*												
136 Oakville	70	184	406	154	138	149	78	122	140	239	68	1678
137 Oil Springs*												
138 Orangeville	121	143	573	184	405	....	70	49	107	146	35	1712
139 Orillia	102	231	716	243	328	33	74	46	366	301	50	2388
140 Orono	51	4	32	17	46	29	11	9	12	15	....	175
141 Oshawa	105	146	319	214	97	103	34	99	174	139	31	1356
142 Ottawa	104					16	....	....	....	....	298	314
143 Owen Sound	251	208	1154	363	340	93	93	66	313	208	143	2981
144 Oxford Mills	53	9	40	14	16	....	6	8	6	8	....	107
145 Paisley	156	229	307	206	754	178	55	226	305	111	37	1908
146 Palmerston	52	37	191	32	34	23	2	22	29	18	37	425
147 Paris	196	491	1178	581	677	437	238	318	647	479	346	5392
148 Parkhill	46	60	58	128	95	151	31	65	108	46	30	772
149 Parry Sound	102	14	51	42	28	33	2	18	10	77	....	275
150 Penetanguishene	143	312	580	298	243	436	45	70	179	253	71	2487
151 Perth	138	283	705	336	768	60	94	3	218	346	26	2839
152 Peterboro'	251	495	1009	416	931	1460	140	226	503	455	321	5956
153 Petrolia*												
154 Picton	120	21	48	42	27	11	4	6	5	5	....	169
155 Point Edward	101	100	867	196	....	382	49	40	202	180	16	2032
156 Port Arthur	102	50	174	61	109	23	19	40	96	22	70	664
157 Port Carling	50	34	210	44	72	61	7	12	18	41	....	499
158 Port Colborne	57	69	419	64	42	....	62	40	73	90	10	869
159 Port Elgin	95	214	302	201	359	126	83	59	194	168	41	1747
160 Port Hope	148	365	1159	262	387	7	57	18	180	284	68	2787
161 Port Rowan	104	18	78	44	88	10	4	10	18	13	2	285
162 Prescott	125	271	1165	278	459	....	102	73	203	377	73	3001
163 Preston	105	508	533	483	....	756	205	....	1195	628	113	4481
164 Renfrew	127	202	706	274	416	110	83	229	92	5	32	2149

* No Report.

Mechanics' Institutes for the year ending 30th April, 1891.

NUMBER OF VOLUMES ISSUED.												READING ROOM	
Biography.		Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
110	12	696	5	14	12	14	30	22	38	10	853		
111	59	520	43	176	67	4	305	23	164		1361	6	13
112*													
113				467							467		
114	95	940	265	345	65	5	60	30	130		1935	6	14
115	50	785	43	48	3	15	9	43	244		1240		
116	102	2020	88	142		82		70	92	10	2606	3	
117	10	42	26	9	45	3	54	12	15		222		
118	66	1150	40	250	200	25	75	46	500		2351		
119	20	80	20	10	10				34		174	3	2
120*													
121	87	961	195	191	18	26	168	37	534		2217	8	8
122	184	1370	80	546	1016	48	20	101	503	27	3895	13	8
123	52	1084	131	507	44	25	78	76	156		2153	7	15
124	35	193	68	473	34	10	123	34	56	5	1031		
125	21	1139	64	52	80	8	9	13	54		1440	17	14
126	30	594	135	609		26	63	56	147	42	1702	3	18
127	69	2569	111	191	130	55	28	162	1480		4793	6	6
128	40	403	165	290		5	6	7	102		1018	4	7
129	50	500	200	700		5		40	200	5	1700		
130	8	285	16	71	20	10	71	15	70	2	568		
131	20	1089	43	100	33	6		8	80		1379	14	
132	77	3160	111	308	62	16	10	37	270	9	4060	1	5
133	59	742	141	599	42	9	71	50	237		1950		
134	42	1648	276	223	418	21	15	32	364		3039		
135*													
136	37	785	51	122	158	7	13	12	301	11	1497		
137*													
138	25	879	71	182		49	17	41	108		1372	13	24
139	68	2081	122	275	59	20	13	109	489		3236	15	6
140	18	24	36	48	24	6	24	24	36		240		
141	49	1230	97	32	30	9	33	47	110	18	1655	36	9
142												4	12
143	125	8491	279	310	73	90	72	225	450	56	10171	18	8
144	80	417	248	240		20	4	36	50		1095	5	8
145	105	1166	98	860	155	35	163	70	293	4	2949		
146	41	241	37	15	4	7	11	4	6		366		
147	76	3734	113	232	354	58	106	176	266		5115	31	10
148												11	10
149												13	3
150	147	488	209	590	584	29	68	136	397	38	2686	15	50
151	198	2797	370	1227	130	87		128	1070	13	6020	11	8
152	201	2645	377	1032	1922	46	74	275	444		7016	37	15
153*													
154	4	152	17	14	3	3	3	2	8		206	1	13
155	12	2573	27		391	18	21	30	113		3185	10	6
156	69	470	123	22	11	4	20	40	43		802	5	6
157	17	281	55	58	2	2	3	16	48		482	3	7
158				335							335		
159	25	322	35	57	159	4	27	9	62	1	701		
160	112	3274	118	68	2	25	3	26	104		3732	28	14
161	19	122	6	8	4	2	7	12	26		206	8	11
162	25	1256	26	145		14	12	32	931	8	2449		
163	91	1147	115		410	45		176	398	8	2390	25	15
164	38	1420	41	370	465	29	19	85	142		2609		

* No Report.

TABLE B.—Membership, Libraries, and Reading Rooms in

MECHANICS' INSTITUTES.		Number of Members.	NUMBER OF VOLUMES IN LIBRARY.										Total number of volumes.
			Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	
165	Richmond Hill	121	141	206	261	148	394	42	32	134	108	27	149
166	Ridgetown	116	145	951	188	305	332	93	56	270	130	39	2509
167	Ripley	102	81	165	43	50	72	18	24	80	40	37	610
168	Romney	57	8	23	12	14	.....	5	.....	14	19	14	109
169	Russell	84	23	81	28	37	31	24	13	31	21	6	295
170	Sault Ste. Marie.....	56	23	95	36	53	47	11	27	23	44	1	360
171	Scarboro'	59	341	583	314	274	410	66	388	285	281	55	2997
172	Seaforth	425	345	1200	447	287	276	81	238	411	256	395	3936
173	Shedden	105	11	50	6	10	.....	.....	9	8	5	.....	99
174	Shelburne	109	36	271	67	201	.....	15	37	47	32	.....	706
175	Smith's Falls	270	270	616	392	705	.....	87	168	496	416	145	3295
176	Southampton	105	151	351	158	349	175	58	38	104	144	127	1655
177	Stayner*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
178	Stouffville	110	137	596	122	154	251	54	161	220	281	77	2053
179	Stratford	117	289	2124	517	676	86	172	46	535	126	65	4640
180	Strathroy	335	214	1237	381	428	343	123	149	334	198	88	3495
181	Streetsville	59	263	661	261	172	.....	266	109	313	178	21	2244
182	St. George	73	167	1128	247	272	104	50	88	150	252	54	2512
183	St. Helen's	51	21	33	29	22	33	13	24	9	15	.....	199
184	St. Mary's	140	370	690	485	1100	.....	224	435	460	430	25	4219
185	Tara	80	16	107	53	29	8	11	12	58	52	1	347
186	Tavistock	102	59	254	71	204	43	28	54	72	53	2	840
187	Teeswater	101	154	631	150	210	42	45	36	143	55	21	1487
188	Thamesford	55	38	108	30	88	20	10	50	14	25	18	401
189	Thamesville	231	81	578	106	139	89	41	68	92	31	13	1238
190	Thorndale*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
191	Thorold	105	178	1176	349	269	166	44	21	178	820	18	3219
192	Tilbury Centre	100	28	63	41	78	.....	9	26	7	20	18	290
193	Tilbury East	102	31	31	44	10	17	6	13	18	23	5	198
194	Tilsonburg	85	63	475	54	.....	200	43	10	38	43	36	962
195	Tottenham	100	53	106	70	91	1	33	23	2	3	.....	382
196	Trenton	72	57	431	108	223	87	33	37	106	90	15	1187
197	Uxbridge	170	352	1600	361	538	.....	83	195	431	318	94	3972
198	Vandorf	111	37	121	65	115	21	12	35	43	75	12	536
199	Victoria	50	35	161	44	82	.....	13	56	44	44	.....	479
200	Walkerton	100	46	253	85	275	.....	18	.....	84	50	.....	810
201	Wallaceburg*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
202	Wardsville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
203	Waterdown*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
204	Watford*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
205	Watford	109	60	197	78	202	76	15	39	33	50	12	762
206	Welland	101	278	1047	248	107	33	94	96	438	159	67	2567
207	Westford	52	13	26	19	30	6	.....	8	4	22	.....	128
208	Weston	102	99	309	150	229	33	42	70	124	87	47	1190
209	West Toronto J'c'n.	67	16	165	94	128	27	17	39	56	50	71	663
210	West Winchester...	61	6	245	33	28	6	14	1	.....	3	102	438
211	Whitby	105	151	706	230	295	202	36	249	249	249	28	1946
212	Wiarion	100	72	150	83	70	130	28	51	29	93	8	714
213	Williamstown	50	25	120	90	43	19	17	.....	16	8	20	358
214	Windermere	54	68	355	59	117	30	4	46	2	26	.....	707
215	Wingham	126	77	419	86	165	68	38	47	161	139	17	1217
216	Woodbridge	56	23	91	81	112	49	35	37	69	83	122	702
217	Woodstock	224	463	1628	389	494	66	86	207	369	445	238	4385
218	Wroxeter	60	292	412	346	400	129	51	74	163	124	44	2035
219	Wyoming	102	48	103	61	100	74	13	60	60	85	.....	604
Total		22262	25669	85411	32026	44377	21817	9757	13162	33263	27768	9369	301621

*No Report.

Mechanics' Institutes for the year ending 30th April, 1891.

NUMBER OF VOLUMES ISSUED.											READING ROOM.	
Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
165	43	810	86	62	315	12	6	48	411	8	1801	16
166	50	2020	90	400	332	13	15	65	152	.....	3137	10
167	38	264	21	42	103	12	26	39	67	2	614	15
168	8	49	8	22	.....	6	.....	6	46	8	153	.....
169	36	393	12	120	17	24	72	20	39	.....	733	13
170	21	220	70	267	102	3	45	26	153	.....	907	4
171	29	669	25	81	526	10	72	37	35	2	1486	.....
172	640	7564	1032	525	341	410	1926	525	1418	.....	14381	10
173	34	201	37	62	.....	.....	46	32	43	.....	458	3
174	74	1019	18	491	.....	2	20	18	51	.....	1693	5
175	363	5627	665	1072	.....	321	126	767	1581	.....	10522	17
176	42	1201	82	421	4	32	13	19	243	.....	2057	.....
177*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
178	241	897	127	364	473	56	275	632	746	47	3858	8
179	332	3025	230	2535	.....	234	38	443	232	.....	7069	.....
180	67	4315	233	232	585	65	76	203	312	.....	6088	8
181	49	1062	66	45	.....	35	18	35	88	.....	1398	12
182	75	1180	125	194	210	30	62	92	294	24	2286	9
183	84	121	50	59	70	17	54	10	55	.....	520	7
184	75	3500	100	845	.....	50	100	85	450	.....	5205	4
185	20	487	132	68	31	12	10	50	153	.....	963	.....
186	108	1570	91	814	151	21	96	96	173	.....	3120	8
187	88	1516	69	188	68	45	39	52	53	4	2122	6
188	76	360	45	190	170	5	110	46	85	.....	1087	.....
189	284	4298	238	897	174	19	227	98	221	3	6459	8
190*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
191	11	1389	38	80	133	11	.....	23	83	.....	1768	9
192	4	73	21	34	.....	4	13	1	22	18	190	15
193	36	46	17	9	12	3	4	15	31	3	176	.....
194	40	1350	12	.....	175	40	.....	20	50	8	1695	4
195	14	387	52	250	.....	23	20	3	13	.....	762	.....
196	32	2491	59	146	.....	14	.....	48	67	.....	2957	7
197	125	2708	202	105	.....	39	91	71	176	.....	3517	14
198	22	385	127	316	3	10	27	11	194	.....	1095	.....
199	29	833	24	124	.....	4	59	15	83	.....	1171	.....
200	7	198	19	108	.....	1	.....	5	33	.....	371	10
201*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
202*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
203*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
204*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
205	19	816	93	59	.....	12	16	8	46	.....	1069	.....
206	70	2006	70	25	20	22	10	75	35	.....	2333	12
207	11	20	17	21	6	.....	8	2	18	.....	103	.....
208	41	2257	74	156	6	38	20	49	309	.....	2950	9
209	40	650	75	200	30	20	12	25	200	10	1262	12
210	10	1350	25	20	8	22	.....	.....	6	59	1500	.....
211	32	1523	35	588	54	4	.....	25	129	.....	2390	.....
212	52	407	130	118	283	73	58	53	325	4	1503	5
213	38	232	46	39	57	47	.....	18	.....	.....	477	3
214	25	98	40	116	.....	.....	50	3	5	.....	337	3
215	76	1589	155	218	139	15	33	100	469	.....	2794	13
216	12	416	30	487	141	53	78	23	215	4	1459	4
217	159	4841	120	807	32	48	123	147	511	.....	6788	37
218	23	382	75	56	166	3	9	24	51	.....	789	.....
219	180	820	210	90	40	30	210	20	100	20	1720	.....
14004	236108	24093	59315	30463	6496	14649	15481	44310	2252	447071	1452	1409

* No Report.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1890-91.

INSTITUTES.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Aberarder.....	8	45	8	48	.....	.....	27	19	12	.....	167
2 Ailsa Craig.....	2	3	2	15	.....	.....	1	8	2	6	39
3 Alliston*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Almonite.....	28	7	33	20	.....	.....	2	26	17	.....	133
5 Alton.....	6	84	21	39	.....	8	.....	41	10	.....	209
6 Alvinston.....	7	29	5	23	10	.....	5	4	6	.....	94
7 Arkona.....	2	.....	4	90	.....	1	4	5	7	.....	113
8 Arnprior.....	6	14	4	.....	68	.....	2	.....	2	.....	96
9 Arthur.....	20	5	16	57	25	.....	3	15	18	.....	159
10 Athens.....	2	15	27	55	67	3	1	1	4	.....	175
11 Aylmer.....	19	20	2	.....	.....	1	.....	1	3	1	47
12 Ayr.....	7	44	20	26	.....	4	14	13	25	1	164
13 Aurora.....	.....	57	2	54	13	1	4	5	16	16	168
14 Baden.....	16	20	27	78	24	1	2	4	45	.....	217
15 Barrie.....	5	89	19	5	9	3	5	10	11	.....	156
16 Beamsville.....	5	74	24	44	.....	5	9	13	24	.....	198
17 Beaverton.....	1	19	9	.....	.....	2	6	4	6	28	75
18 Beeton.....	12	38	30	.....	34	10	50	3	28	2	207
19 Belfountain.....	13	49	11	24	19	.....	10	26	51	.....	203
20 Belleville.....	20	98	16	24	39	9	10	16	25	8	265
21 Belmont.....	.....	20	.....	.....	.....	.....	2	2	5	25	54
22 Blenheim.....	19	69	45	25	18	2	10	18	33	1	240
23 Blyth.....	3	6	2	6	.....	.....	.....	.....	.....	3	20
24 Bobcaygeon.....	5	53	22	35	22	1	19	9	13	.....	179
25 Bolton.....	4	12	3	38	.....	1	28	1	20	.....	107
26 Bothwell.....	13	95	22	25	14	13	8	14	19	.....	223
27 Bowmanville.....	24	45	24	13	26	2	2	6	17	2	161
28 Bracebridge.....	.....	10	4	.....	.....	1	2	3	2	.....	22
29 Bradford†.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30 Brampton.....	5	70	18	6	3	.....	8	20	17	.....	147
31 Brighton.....	17	13	8	10	1	1	6	5	3	2	66
32 Brockville.....	17	321	28	245	65	17	16	40	50	3	802
33 Brougham.....	10	27	25	14	14	15	5	7	7	.....	124
34 Brussels.....	3	23	8	29	.....	.....	.....	.....	19	.....	82
35 Burk's Falls.....	27	167	21	40	15	3	2	15	21	13	324
36 Caledon.....	5	18	1	24	5	1	37	6	6	.....	103
37 Caledonia.....	2	51	7	100	20	1	11	2	9	.....	203
38 Camden, East.....	12	30	14	.....	24	.....	2	27	10	1	120
39 Campbellford.....	.....	90	.....	9	5	.....	2	.....	8	2	116
40 Cannington.....	34	64	19	18	17	4	1	27	21	.....	205
41 Cardinal.....	12	45	33	16	.....	.....	.....	6	12	1	125
42 Carleton Place.....	24	98	31	15	3	3	11	21	23	.....	229
43 Chapleau.....	.....	5	.....	.....	.....	.....	.....	1	.....	.....	6
44 Chatsworth.....	5	32	15	5	18	7	66	16	47	.....	211
45 Cheltenham.....	9	29	19	73	7	.....	8	9	14	23	191
46 Chesley.....	25	99	28	25	28	14	10	18	8	7	262
47 Claude.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	6
48 Clifford.....	32	75	17	33	3	8	17	11	36	1	233
49 Clinton.....	12	50	20	9	15	9	5	25	18	.....	163
50 Cobourg.....	7	38	6	37	2	1	17	20	43	.....	171
51 Colborne.....	16	30	14	23	3	6	8	8	27	.....	135
52 Cold Springs.....	18	29	30	12	5	8	7	26	26	.....	161
53 Collingwood.....	9	126	6	20	5	6	17	12	28	.....	229
54 Cornwall.....	4	27	18	67	4	4	.....	3	10	1	138
55 Deseronto.....	2	69	4	12	.....	2	.....	1	2	10	102
56 Drayton.....	29	17	10	12	4	.....	1	9	.....	.....	82
57 Dresden.....	4	13	.....	7	13	1	4	7	3	.....	52
58 Duart.....	5	22	9	20	.....	2	6	2	9	.....	75
59 Dufferin.....	7	44	8	22	20	2	13	1	11	.....	128

*Destroyed by fire.

† No Report.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1890-91.

INSTITUTES.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
60 Dundalk	16	50	18	44	16	.....	14	11	31	.....	200
61 Dundas		None									147
62 Dunnville	5	98	5	4				2	2		116
63 Durham	8		10				16				34
64 Elmira	19	57	8	174	29	1	7	11	48		354
65 Elora	1	66	10	18	23	1		12	15	1	147
66 Embro	39	145	47	15	13		13	10	29		311
67 Ennotville	6	38	14	16	13	2	9	9	4		111
68 Essex	22	52	18	29	1	5	1	16	10		154
69 Exeter	2	52	10	3	.....	1	22	8	106	25	229
70 Fenelon Falls		77	32	66		4	3	16	22	2	222
71 Fergus	11	58	19	6	16		8	29	8		155
72 Fonthill	7	22	7	37	64	2	36	8	65		248
73 Forest	17	37	9	15	.....	4	13	20	9	11	135
74 Forks of the Credit	8	39	20	10			12	15	26	5	135
75 Fort Erie	20	283	22	40	2	22	35	74	23	2	523
76 Galt	12	40	14	31	20	4	1	12	15	2	151
77 Garden Island	34	86	21	32	46	7	8	15			249
78 Georgetown			1						2		3
79 Glencoe	7	25	12		20	10	7	15	2		98
80 Glenmorris	12	21	4	71	8		21	1	17		155
81 Goderich	6	48	15	33	3	3	6	15	10	3	142
82 Grand Valley	21	46	4	7	10	2	26	9	15	1	141
83 Grimsby		59	17	98	16	1	2	4	5		202
84 Harriston	10	39	26	12	9	1	12	6	25	1	141
85 Hensall	30	43	20	41	.....	9	76	19	3		241
86 Hespeler	14	47	7	64	1	6		9	2		150
87 Highgate	5	4	.....	7	29	1	2	1	2		51
88 Highland Creek	19	41	10	41	1	3	1	12	26		154
89 Holyrood	15	35	11	23	26	4	8	6	15	1	144
90 Huntsville	1	15	3	4	1	1	1	6	11		43
91 Inglewood	16	43	46	19	16	7	14	13	2	2	178
92 Iroquois	14	61	26	20	.....	5		25	18	3	172
93 Islington	11	129	19	9	18	16	2	25	2		231
94 Jarvis	4	87	20	55	69	8	14	2	23		282
95 Kincardine	1	119	3	6	4	.....	2	37	6	2	180
96 Kingston	10	104	21	60	70	5	7	49	19	2	347
97 Lake Charles	14	4	17				4	4		4	47
98 Lancaster	7	23	19	14	1		36	11	10	1	122
99 Leamington	7	21		24	15	1	4	2	8	25	107
100 Lindsay	12	102	16	13		11	2	18	17	2	193
101 Lion's Head	8	42	24	34	7	4	13	13	24	12	181
102 Listowel	10	42	7	3	35	8	2	6	12		125
103 London	18	43	17	41	.....	4	7	11	16	6	163
104 Lucan	26	43	6		34	7	4	7	3	1	131
105 Lucknow	50	133	38	100	26	16	61	33	28		485
106 Manotick	3	19	6	60	2	3	2	3	10	1	109
107 Markdale	1	39	14	52	4	.....	13	9	3		135
108 Markham	10	28	20	22	1	2		7	25		115
109 Meaford	30	96	4	35				18	16	7	206
110 Melbourne	2	5	8	5	4	.....	7	1	2	2	36
111 Merrickville	2	15	2	6	3	.....		3	3	1	35
112 Merriton				5							5
113 Midland	18	55	26	42		1	14	17	32		205

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1890-91.

INSTITUTES.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
114 Milton ..	10	27	49	39	30	15	15	5	24	.....	214
115 Mitchell ..	4	25	32	16	1	.....	3	7	5	2	95
116 Mono Road ..	2	45	15	73	15	1	30	7	17	.....	205
117 Morrisburg ..	20	77	10	8	10	9	5	5	8	10	262
118 Mount Forest ..	11	31	11	57	.....	.....	6	1	21	.....	138
119 Napanee ..	8	44	6	4	12	4	18	3	79	4	182
120 Newburgh ..	4	35	45	65	.....	3	8	13	21	.....	194
121 New Hamburg ..	10	40	.....	30	.....	20	13	10	27	.....	150
122 Newmarket*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123 Niagara ..	5	25	6	10	.....	1	.....	.....	.....	.....	47
124 Niagara Falls ..	12	80	30	20	15	.....	5	4	7	2	175
125 Niagara Falls, South ..	16	29	17	49	13	5	5	11	15	1	161
126 Norwich ..	23	45	28	29	28	.....	2	8	23	2	188
127 Oakville ..	15	46	16	19	18	2	6	12	19	4	157
128 Orangeville ..	19	45	17	40	.....	14	5	8	15	1	164
129 Orillia ..	18	31	26	16	14	.....	.....	15	8	.....	128
130 Orono ..	3	7	10	7	13	.....	2	5	4	.....	51
131 Oshawa ..	10	55	16	8	14	7	18	16	12	2	158
132 Ottawa*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133 Owen Sound ..	26	269	55	12	28	14	7	57	17	4	489
134 Oxford Mills ..	6	14	6	14	.....	4	5	2	6	.....	57
135 Paisley*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
136 Palmerston ..	15	14	16	.....	.....	.....	.....	2	.....	34	83
137 Paris ..	23	122	17	29	9	5	8	26	18	2	259
138 Parkhill*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
139 Parry Sound ..	14	8	25	4	33	.....	12	10	13	.....	119
140 Penetanguishene ..	12	57	16	27	25	.....	5	17	31	8	198
141 Perth ..	20	44	17	16	4	7	.....	11	39	.....	158
142 Peterborough ..	13	68	18	14	105	7	4	46	18	13	306
143 Picton ..	21	44	35	17	11	3	2	5	5	.....	143
144 Point Edward ..	.....	140	20	.....	8	3	.....	7	10	.....	188
145 Port Arthur ..	11	48	18	16	7	1	13	9	10	32	165
146 Port Carling ..	18	116	23	42	58	.....	6	14	22	.....	299
147 Port Colborne ..	3	49	4	2	.....	1	.....	.....	2	.....	61
148 Port Elgin ..	9	25	32	6	26	1	9	9	8	.....	125
149 Port Hope ..	11	57	26	18	.....	1	.....	1	11	1	126
150 Port Rowan ..	17	76	41	16	10	4	10	16	13	.....	203
151 Prescott ..	4	119	6	5	5	2	1	11	10	.....	163
152 Preston ..	24	40	27	.....	24	.....	.....	17	28	2	162
153 Renfrew ..	5	10	36	.....	32	.....	4	3	.....	.....	90
154 Richmond Hill ..	17	41	22	48	.....	.....	15	17	21	.....	181
155 Ridgetown ..	4	52	8	4	31	5	6	22	17	.....	149
156 Ripley ..	9	65	11	14	35	5	7	21	5	10	182
157 Romney ..	8	23	12	14	.....	5	.....	14	19	14	109
158 Russell ..	8	23	4	23	18	9	10	28	12	3	138
159 Sault Ste. Marie ..	14	43	18	26	16	8	11	9	27	.....	172
160 Scarborough ..	9	23	17	12	32	.....	12	24	8	.....	137
161 Seaforth ..	7	79	22	8	7	1	39	19	20	2	204
162 Shedden ..	10	31	5	6	.....	.....	8	8	4	.....	72
163 Shelburne ..	4	81	2	49	.....	3	2	16	2	.....	159
164 *Smith's Falls ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
165 Southampton ..	10	36	8	37	5	12	.....	11	20	26	165
166 Stouffville ..	5	58	.....	10	22	4	24	17	38	.....	178
167 Stratford ..	13	64	10	18	18	4	3	5	15	.....	150
168 Strathroy ..	3	137	10	.....	.....	11	4	45	3	2	215
169 Streetsville ..	1	49	13	20	.....	1	14	9	5	.....	112
170 St. George ..	7	75	20	13	18	5	2	7	12	.....	159

*No Report.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1890-91.

INSTITUTES.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
171 St. Helen's.....	6	15	4	4	15	.....	9	2	5	.....	60
172 St. Mary's	5	40	10	2	45	3	1	15	39	6	166
173 Tara	2	51	33	2	.....	2	12	41	27	1	171
174 Tavistock	14	87	19	86	34	10	16	23	13	1	303
175 Teeswater	12	57	6	34	7	4	8	22	5	6	161
176 Thamesford	11	14	11	42	6	1	25	2	11	.....	123
177 Thamesville	16	188	15	75	12	4	21	7	6	.....	344
178 Thorold .....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
179 Tilbury Centre	28	63	41	78	.....	9	26	7	20	18	290
180 Tilbury East	31	31	44	10	17	6	13	18	23	5	198
181 Tilsonburg .....	.....	28	3	.....	44	.....	1	2	3	1	82
182 Tottenham .....	.....	.....	9	1	1	1	3	.....	.....	.....	15
183 Trenton* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
184 Uxbridge.....	4	23	16	11	33	13	3	13	18	1	135
185 Vandorf	1	56	17	42	11	1	5	3	20	.....	156
186 Victoria.....	7	75	15	26	.....	7	25	14	18	.....	187
187 Walkerton* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
188 Wallaceburg* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189 Wardsville* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
190 Waterdown* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
191 Waterford* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
192 Walford	8	20	20	50	20	.....	18	14	8	.....	158
193 Welland	8	36	4	8	3	4	3	13	5	20	104
194 Westford	9	19	9	16	.....	.....	.....	.....	9	.....	62
195 Weston	15	52	18	27	10	5	.....	17	28	.....	172
196 West Toronto Junction ..	11	76	5	45	.....	.....	2	2	3	12	156
197 West Winchester .....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
198 Whitby	3	31	8	2	6	2	.....	24	11	2	89
199 Wiarion	17	40	15	40	45	8	10	5	50	5	235
200 Williamstown	1	9	21	.....	8	1	.....	8	2	.....	50
201 Windermere .....	.....	None	.....	.....	.....	.....	.....	.....	.....	.....	.....
202 Wingham	5	31	12	37	21	1	6	31	30	1	175
203 Woodbridge .....	.....	16	7	30	.....	.....	2	8	6	.....	69
204 Woodstock	10	86	13	21	5	.....	12	3	20	1	171
205 Wroxeter	34	62	36	38	19	1	11	13	14	.....	228
206 Wyoming	7	26	15	50	.....	.....	14	4	16	.....	132
Total	2076	9837	2972	5031	2495	665	1704	2273	2945	543	30541

* No Report.

TABLE D.—Evening Classes in English and Commercial Courses in 1890-91.

INSTITUTES.	Number of Students.	SUBJECTS TAUGHT.		
		English Course.	Commercial Course.	Other Subjects.
Aberarder	13	Composition and Grammar....	Book-keeping, Writing and Arithmetic	
Belleville.....	36	Composition and Grammar....	" " "	Shorthand.
Blenheim	7	" " "	" " "	
Bowmanville	23	Composition and Grammar....	" " "	
Brockville.....	72	Composition and Grammar....	" " "	
Burk's Falls....	28	" " "	" " "	
Camden, East ..	31	" " "	" " "	
Chatsworth	14	" " "	" " "	
Cobourg.....	51	" " "	" " "	
Cornwall	50	" " "	" " "	
Essex Centre		" " "	" " "	
Fenelon Falls ..	15	Composition and Grammar....	" " "	
Fergus	13	" " "	" " "	
Goderich	29	" " "	" " "	
Grand Valley ..	14	" " "	" " "	
Harriston	20	Composition and Grammar....	" " "	
Hespeler	48	" " "	" " "	
Kincardine	32	" " "	" " "	
Kingston	55	" " "	" " "	
Leamington	12	" " "	" " "	
Listowel	11	Composition and Grammar....	" " "	
Lucknow	35	" " "	" " "	
Midland	26	" " "	" " "	
Milton	4	" " "	" " "	
Newburgh.....	35	English and Canadian History, Composition and Grammar.	" " "	
Niagara Falls ..	38	Composition and Grammar....	" " "	
Orangeville	16	Composition and Grammar....	" " "	
Penetanguishene	27	" " "	" " "	
Scarboro'	16	" " "	" " "	
St. Mary's.....	24	" " "	" " "	
Stouffville.....	28	" " "	" " "	
Thamesville	19	" " "	" " "	
Uxbridge	31	" " "	" " "	
West Tor. Junc.	18	" " "	" " "	
Warton.....	15	" " "	" " "	
Total	906			

TABLE E.—Evening Classes in Drawing, 1890-91.

INSTITUTES.	Number of Students.	Subjects Taught.—Primary Course.
Barrie.....	18	Freehand, Geometry, Perspective, Model and Blackboard Drawing.
Cobourg	16	" " " " " "
Durham.....	32	" " " " " "
Elmira	17	" " " " " "
Garden Island	51	" " " " " "
Milton	43	" " " " " "
Owen Sound.....	64	" " " " " "
Peterboro'.....	2	" " " " " "
Ripley	36	" " " " " "
Watford	28	" " " " " "
Total	307	

ADVANCED COURSE.

Milton	3	Shading flat.
Total	3	

MECHANICAL COURSE.

Carleton Place	9	Machine Drawing.
Garden Island	15	Descriptive Geometry, Machine Drawing and Building Construction.
Owen Sound.....	8	" " Building Construction and Advanced Perspective.
Peterboro'	20	" " and Machine Drawing.
Total	52	

TABLE F.—Receipts, Expenditure, Assets and Liabilities

FREE LIBRARIES.	RECEIPTS DURING THE YEAR.										EXPEN-	
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Amount received from sale of Periodicals.	Lectures and Entertainments.	Other sources.	Total.	Rent, Light and Heating.	Salaries.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 Berlin			276 00	949 70	.....	50 00	.....	.....	1275 70	99 81	216 00
2 Brantford ...	96 75	11 00	200 00	2000 00	.....	8 30	.....	242 85	2558 90	342 20	600 00
3 Chatham			228 00	2100 00	.....		.....	81 78	2409 78	486 03	425 50
4 Guelph			276 00	1352 04	80 00		.....	67 80	1775 84	424 85	560 00
5 Hamilton ...	23837 43	596 14	175 00	9719 00	.....		.....	2475 85	36803 42	633 89	2723 15
6 Ingersoll ...	28 79	.....	206 70	413 30	.....		.....	40 74	689 53	167 58	189 56
7 Simcoe			195 50	430 00	.....		.....	279 12	904 62	89 89	150 00
8 St. Catharines			200 00	1200 00	.....		.....	72 73	1472 73	240 53	548 50
9 St. Thomas ..	65 41		200 00	1000 00	33 30	17 70	.....	78 55	1394 96	375 74	419 00
10 Toronto	4241 10	.....	200 00	36881 00	.....		.....	3434 99	44757 09	3885 16	11807 36
11 Waterloo....	9 72	.....	290 00	350 00	29 00	.....	.....	16 50	695 22	50 00	99 96
Total ...	28279 20	607 14	2447 20	56395 04	142 30	76 00	.....	6790 91	94737 79	6795 74	17739 03

TABLE G.—Membership, Libraries and Reading Room

FREE LIBRARIES.	NUMBER OF VOLUMES IN LIBRARIES.											
	Number of Readers.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Berlin	1752	312	622	351	822	478	110	85	367	255	160	3562
2 Brantford	1957	786	3708	714	961	577	254	338	873	541	225	8977
3 Chatham	988	195	1960	405	191	213	60	94	217	211	169	3715
4 Guelph	1588	588	1983	557	921	579	150	276	663	654	192	6563
5 Hamilton ...	6496	953	3272	960	3049	956	542	575	1095	726	2449	14577
6 Ingersoll	480	213	723	255		445	56		102	220	32	2046
7 Simcoe	492	388	1219	425	156	263	165	124	361	365	140	3606
8 St. Catharines	1660	608	1826	595	729	562	169	287	554	657	209	6206
9 St. Thomas	1134	430	1990	459	883	244	155	320	414	369	82	5346
10 Toronto	27904	2594	14238	2303	6730	3004	838	1095	3518	2238	29288	65846
11 Waterloo	685	194	1205	339	1682	458	193	93	323	353	61	4901
Total	45136	7261	32746	7363	16124	7779	2692	3287	8497	6589	33007	125345

of Free Libraries for the year ending 30th April, 1891.

EXPENDITURE DURING THE YEAR.										ASSETS AND LIABILITIES.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous	Balance on hand.	Total.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	361 87	114 16	102 98	149 40	56 25	....	175 23	.....	1275 70	5214 22	.....
2	736 41	504 89	103 10	173 00	.....	.....	83 93	9 37	2558 90	8759 37	.....
3	164 52	174 95	35 85	191 88	.....	.....	797 30	133 69	2409 78	2787 60	341 72
4	273 28	68 84	75 00	109 05	114 27	.....	150 55	.....	1775 84	6560 00	.....
5	3861 24	.....	236 40	406 36	.....	.....	28902 47	39 91	36803 42	74724 85	6555 49
6	80 57	66 25	.....	60 83	.....	.....	69 85	54 89	689 53	1854 89	34 58
7	120 64	31 67	.....	85 25	.....	.....	427 17	.....	904 62	6732 00	31 42
8	155 00	41 70	48 80	108 87	.....	.....	329 33	.....	1472 73	62000 00	.....
9	187 25	114 05	101 20	113 90	.....	.....	59 41	24 41	1394 96	3638 19	136 41
10	*14385 92	.....	2031 45	2558 31	.....	.....	7917 34	2171 55	44757 09	143156 81	59734 40
11	168 22	65 03	3 70	77 57	94 00	....	47 07	89 67	695 22	3252 10	78 00
	20494 92	1181 54	2738 48	4034 42	264 52	....	38965 65	2523 49	94737 79	318680 03	66912 02

* Including Fiction.

in Free Libraries for the year ending 30th April, 1891.

NUMBER OF VOLUMES ISSUED.											READING ROOMS.		
Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.	
1	83	5040	187	3485	1565	79	39	213	380	560	11631	31	12
2	765	40962	860	1092	2136	349	435	998	1540	19	49156	29	27
3	409	6538	225	95	241	407	168	228	1262	64	9637	9	18
4	1116	21211	1217	3276	1171	714	725	1509	2240	6564	39733	14	33
5	2665	50888	4471	20730	3042	2080	1644	8007	6721	5000	105248	100	45
6	267	7646	356	.....	678	157	.....	176	1319	.....	10599	10	14
7	92	6488	200	113	144	85	93	170	517	.....	7902	9	17
8	1000	20859	1159	1640	5668	575	2222	1281	2725	1195	38333	29	3
9	304	13978	438	711	768	200	439	353	677	.....	17868	23	15
10	6840	214699	8685	75544	12509	3287	4356	21541	11353	28666	387480	489	277
11	43	2391	140	707	985	72	13	78	341	8	4778	18	8
13584		390700	17938	107402	28907	8005	10134	34554	29075	42066	682365	761	469

TABLE H.—*Books Purchased for Free Libraries in 1890-91.*

FREE LIBRARY.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
Berlin.....	1	129	16	136	57	23	.....	33	23	9	427
Brantford.....	59	554	51	68	.....	8	59	101	62	22	984
Chatham.....	22	158	75	3	21	8	5	16	7	2	317
Guelph.....	10	129	13	130	13	5	14	27	32	6	379
Hamilton.....	323	2027	328	835	215	161	251	363	39	432	4974
Ingersoll.....	18	85	19	.....	13	2	.....	10	17	3	167
Simcoe.....	10	35	9	.....	10	6	6	16	26	6	124
St. Catharines.....	14	81	10	12	50	3	8	10	29	8	225
St. Thomas.....	40	124	12	24	1	7	64	19	25	2	318
Toronto.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8014
Waterloo.....	23	139	27	99	3	.....	1	30	27	.....	349
Total.....	520	3461	560	1307	383	223	408	625	287	490	16278

Donations in Books to Free Libraries 1890-91.

	VALUE.
Brantford.....	\$ 2 55
Hamilton.....	989 00
St. Thomas.....	8 00
Toronto.....	750 25
Total.....	\$1,749 80

T

Evening Classes in Free Libraries—English and Commercial Course—1890-91.

FREE LIBRARY.	Number of Students.	SUBJECTS TAUGHT.	
			Commercial Course.
Berlin.....	24	.....	Book-keeping, Arithmetic and Writing.
Guelph.....	32	.....	do do do
Total	56		

TABLE J.—*Evening Classes in Free Libraries—Drawing 1890-91.*

FREE LIBRARY.	Number of Students.	SUBJECTS TAUGHT.	
Guelph.....	8	Geometry, Perspective, Machine Drawing and Advanced Geometry and Perspective.	
Waterloo.....	31	Freehand, Geometry, Perspective, Model, Blackboard, Shading flat, Outline round, Drawing from Flowers, Ornamental Design, Descriptive Geometry, Machine Drawing, Building Construction, Industrial Design and Advanced Perspective.	
Total.....	39		

III.—ART SCHOOLS AND PROVINCIAL DRAWING EXAMINATIONS.

It is gratifying to state that during the past year there has been a marvelous improvement in all grades of art school work throughout the Province. The subjects worthy of special mention are : freehand drawing, drawing from models, geometry, and industrial designs. The study of geometry in art schools and colleges is now more thoroughly appreciated than formerly, as pupils now understand that it is the basis of industrial design, and that all the improvements of modern life which are dependent upon the principles of design such as textile fabrics, carpets, paper-hanging, etc., are manufactured from geometrical patterns and outlined conventionalized representations of flowers, fruit, etc., or figures, and unless these objects had been symmetrically drawn the various productions would only exist as ugly, ill-constructed forms. Freehand drawing is also of great importance to designers. The result of this training is the production of artistic industrial designs which would be creditable to any of the European schools ; the mechanical execution, too, is excellent ; some of its true studies in designs look more like copper-plate impressions than ordinary pencil drawings.

The greatest advance, however, is shown most prominently in the Public and High Schools. It is only a few years since you recommended the study of drawing as a means of intellectual discipline, opening up the perceptive faculties of the pupil and enabling him to describe the universal language of forms. The result is shown in the following tabular statement :—

NUMBER OF HIGH AND PUBLIC SCHOOL PUPILS STUDYING DRAWING IN ONTARIO.

	1880	1890
High School pupils	2,397	14,687
Public School pupils.....	158,789	433,517
Total.....	161,186	448,214

The effects of this training were brought before the public last year. In response to the offer of special medals several hundreds of original designs for book covers, carpets, oil cloths, etc., were sent to this department from Public and High Schools, which evince great natural talent. Many of them were exhibited at the United States National Educational Association Exhibition and were a surprise to the United States teachers, who thought to astonish Canada by the excellence of their drawings, but they found that the Canadians surpassed them in some of the branches in which they had hitherto supposed themselves superior.

One of the results of this training is an improved æsthetic taste, a desire for the beautiful in nature and art. On my tours of inspection I find even in the poorer houses and country hotels the old-fashioned colored lithographs superseded by the reproduction of artistic paintings, photographs, etc. But apart from the refining influences produced, the value of its teaching cannot be over-estimated. If our pupils can execute beautiful designs the natural inference is that the articles we manufacture will gradually assume more beauty of form and have more value, and, what is of still more importance, will act as a check against the importation of articles similar to those manufactured in this

country. I find from the trade and navigation returns that Canada imported in 1890, furniture and manufactures of wood to the value of \$1,635,232 including duty. I refer to this simply because Canadians are justly proud of the products of our woods and forests, which are so abundant that we should be able to export instead of import wooden manufactures.

This is, however, a small item in our imports for 1890. Canada imported to the value of \$145,873,149 including duty, and only exported to the amount of \$96,749,149, an excess of imports of \$49,124,000. In my opinion the only true remedy for this is to train and educate the rising generation so that they can compete in excellence of workmanship with the workmen of other nations. England, France, Spain, Portugal, Italy, Sweden, Denmark, Austria, Russia, and the United States have adopted this course, and vie with each other in the means they offer to instruct those engaged in their manufacturing industries.

TABLE K.—*Certificates awarded in Primary Art Course.*

YEAR.	Freehand Drawing.	Geometry.	Perspective.	Model Drawing.	Blackboard Drawing.	Teachers' Certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1532
1886.....	634	672	149	662	414	77	2608
1887.....	643	1204	428	444	122	103	2944
1888.....	805	882	520	403	236	133	2979
1889.....	1002	961	394	470	494	187	3508
1890.....	1000	1009	290	811	313	130	3553
1891.	1085	1569	292	746	422	164	4278
Total	5648	7110	2588	3901	2389	982	22618

TABLE L.—*Certificates awarded in Advanced Art Course.*

YEAR.	Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Teachers' Certificates.	Total.
1883.....	5	5	12	18	.....	.....	40
1884.....	16	5	12	12	.....	.....	45
1885.....	33	18	35	29	.....	4	119
1886.....	35	24	19	48	.....	3	129
1887.....	59	27	28	25	34	14	187
1888.....	22	17	39	44	20	9	151
1889.....	65	36	58	24	25	14	222
1890.....	62	30	76	43	22	15	248
1891.....	80	52	67	66	38	23	326
Total	377	214	346	309	139	82	1467

TABLE M.—*Certificates awarded in Mechanical Drawing Course.*

YEAR.	Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Teachers' Certificates.	Total.
1883.....	2	3	1	2	3	.....	11
1884.....	1	1	1	1	1	.....	5
1885.....	12	32	4	25	12	4	89
1886.....	14	13	5	28	14	3	77
1887.....	6	5	12	18	6	2	49
1888.....	8	7	7	15	11	2	50
1889.....	13	23	11	20	12	3	82
1890.....	11	23	5	8	12	2	61
1891.....	3	31	8	31	28	2	103
Total	70	138	54	148	99	18	527

TABLE N.—*Certificates awarded for Extra Subjects.*

YEAR.	Drawing from Life.	Painting from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia.	Monochrome.	Sculpture in Marble.	Modelling in Clay.	Lithography.	China Painting.	Repoussé Work.	Wood Carving.	Wood Engraving.	Total.
1885.....			9	7				14						30
1886.....			12	7				11				7		37
1887.....	7		32	9				8			2	2		60
1888.....	15	12	25	14	13	1	2	10	1	9	2	3	1	108
1889.....	12	8	16	21	3	2		7	2	6		1	3	81
1890.....	7	4	28	18	10	4		7	1	6		4		89
1891.....	4	5	29	26	3	6		5		7		2	1	88
Total..	45	29	151	102	29	13	2	62	4	28	4	19	5	493

TABLE O.—*Certificates awarded to Art Schools—Primary Course, 1890-91.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grant for Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total number of Proficiency Certificates taken.		
Brockville.....	65	14	16	2	25	8	65	1	\$56
Hamilton.....	89	33	17	5	26	21	102	2	80
Kingston.....	55	10	16	4	9	7	46	4	47
London.....	25	5	1	1	3	1	11		11
Ottawa.....	20	8	5	7	4	5	29	3	18
St. Thomas.....	35	12	11	4	12	5	44	1	32
Toronto.....	26	7	7	5	9	4	32	1	
Toronto (Central School).....	28	12	7	2	12	6	39	3	27
Total.....	343	101	80	30	100	57	368	15	\$271

TABLE P.—*Certificates awarded to Art Schools.—Advanced Course 1890-91.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates	Grant for Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round	Drawing from Flowers.	Ornamental Design.	Total number of Proficiency Certificates taken.		
Brockville	11	.....	2	.....	.....	1	3	.....	\$ 3
Hamilton.....	57	11	11	17	15	7	61	3	50
Kingston.....	21	5	3	8	8	2	26	5	23
London.....	22	5	4	5	5	2	21	2	21
Ottawa.....	11	1	.....	1	.....	1	3	.....	3
St. Thomas.....	15	1	3	.....	.....	2	6	.....	6
Toronto	12	8	1	7	3	.....	19	.....	.....
Toronto (Central School).....	18	7	4	3	3	1	18	1	21
Total	167	38	28	41	34	16	157	11	\$127

TABLE Q.—*Certificates awarded to Art Schools.—Mechanical Course 1890-91.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grant for Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total number of Proficiency Certificates taken.		
Brockville	18	.....	1	.....	3	3	7	.....	\$ 6
Hamilton.....	24	2	4	2	3	4	13	1	15
Kingston.....	15	.....	3	1	4	.....	8	.....	8
London	14	.....	1	2	.....	3	6	.....	5
Ottawa.....	8	.....	5	.....	2	3	10	.....	9
St. Thomas.....	6	.....	2	.....	.....	2	4	.....	4
Toronto	13	.....	4	1	.....	2	7	.....	.....
Toronto (Central School).....	3	.....	.....	.....	2	.....	2	.....	2
Total,	101	2	20	6	14	17	59	1	\$49

TABLE R.—*Certificates awarded to Art Schools.—Special Subjects 1890-91.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.									Total Number of Certificates taken.
		Painting from Life.	Drawing from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia.	Monochrome.	Modelling in Clay.	Wood Carving.	Wood Engraving.		China Painting.
Brockville.....	1										
Hamilton	30	2	1	1	7	2	3	3		1	20
Kingston.....	2										
London	17				1		2	1		7	11
Ottawa.....	6			2							2
St. Thomas.....	3										
Toronto.....	1							1	1		2
Toronto (Central School).	14	2	2	5	1				1		11
Total.....	74	4	3	8	9	2	5	5	2	1	46

TABLE S.—*Certificates awarded to Mechanics' Institutes and Free Libraries.—Primary Course, 1890-91.*

MECHANICS' INSTITUTES AND FREE LIBRARIES.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grants for Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total number of Proficiency Certificates taken.		
Barrie M. I.....	16	2	3	2	3	3	13	2	8
Cannington M. I.....	22	8	9	6	12	8	43	6	33
Cobourg M. I.....	7	2	4	.....	.....	2	8	.....	7
Durham M. I.....	26	11	15	8	10	5	49	2	23
Elmira M. I.....	20	12	15	4	10	5	46	3	31
Garden Island M. I.....	44	8	2	.....	1	1	12	.....	12
Milton M. I.....	49	16	18	4	10	10	58	1	46
Owen Sound M. I.....	68	18	22	12	20	16	88	4	60
Ripley M. I.....	19	5	8	.....	2	.....	15	.....	13
Shedden M. I.....	10	7	7	3	4	3	24	2	16
Waterloo F. L.....	31	10	12	7	9	9	47	2	32
Watford M. I.....	36	12	23	5	6	9	55	3	16
Total.....	348	111	138	51	87	71	458	25	\$297

TABLE T.—*Certificates awarded to Mechanics' Institutes.—Mechanical Course, 1890-91.*

MECHANICS' INSTITUTES.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grants for Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total Number of Proficiency Certificates taken.		
Carleton Place M. I.	6	.....	5	.....	.....	.....	5	.....	\$ 5
Garden Island M. I.	8	.....	1	.....	.....	.....	1	.....	1
Owen Sound M. I.	4	.....	1	1	1	1	4	1	.....
Peterboro' M. I.	2	.....	1	.....	.....	.....	1	.....	1
Waterloo F. L.	28	.....	2	.....	1	3	6	.....	6
Watford M. I.	1	.....	.....	.....	1	1	2	.....	2
Total	49	.....	10	1	3	5	19	1	\$15

TABLE U.—*Certificates awarded to Mechanics' Institutes and Free Libraries.—Advanced Course, 1890-91.*

MECHANICS' INSTITUTES.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Grants for Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total Number of Proficiency Certificates taken.	
Waterloo F. L.	15	1	.....	.....	2	1	4	\$ 4
Watford M. I.	1	1	.....	.....	.....	.....	1	.....
Total	16	2	.....	.....	2	1	5	\$4

TABLE V.—*Certificates awarded to High Schools, Colleges, etc.—Primary Course, 1890-91.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.					Total number of Proficiency Certificates.	Number of Teachers' Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.		
Alexandria, High School	37	9	21	1	2	.....	33	.....
Almonte, High School	79	39	59	4	14	6	122	2
Athens, High School	54	25	37	2	10	14	88	1
Belleville, High School	153	52	82	14	32	21	201	11
Belleville, Albert College	12	5	10	7	7	6	35	5
Berlin, High School	37	11	18	6	9	3	47	2
Caledonia, High School	83	12	26	9	19	6	72	8
Cayuga, High School	37	12	17	1	10	3	43	4
Chatham, Collegiate Institute	184	52	109	12	17	11	201	1
Chatham, Central School	74	5	.....	.....	3	1	9	.....
Esquesing, S.S. No. 1	5	3	3	.....	2	2	10	.....
Georgetown, High School	46	12	16	2	10	2	42	2
Hamilton, Model School	20	9	16	9	7	9	50	5
Ingersoll, Collegiate Institute	35	20	21	4	9	9	63	7
Iroquois, High School	101	24	52	20	17	25	138	13
Kemptville, High School	61	23	34	4	20	12	93	3
Leamington, Public School	14	6	4	1	6	4	21	.....
London, Academy of Painting	13	4	.....	.....	2	3	9	1
Lindsay, Collegiate Institute	244	45	100	3	24	15	187	8
London, Collegiate Institute	340	64	124	4	80	7	279	2
Morrisburg, High School	142	25	71	7	40	15	158	3
Niagara, High School	12	.....	7	7	1	1	9	.....
Niagara Falls, South, High School	19	10	10	.....	7	2	29	.....
Orangeville, High School	80	33	43	6	15	6	103	2
Oshawa, High School	80	33	24	.....	16	8	81	4
Ottawa, Normal School	59	9	14	5	4	7	39	1
Owen Sound, Collegiate Institute	194	49	84	26	42	19	220	8
Parkdale, Collegiate Institute	5	3	3	2	1	3	12	1
Parkhill, High School	26	5	8	4	7	4	28	3
Perth, Collegiate Institute	83	41	21	3	8	2	75	1
Portage LaPrairie, School	6	1	1	1	.....	1	4	2
Prescott, High School	35	16	10	2	3	4	35	2
Ridgetown, Collegiate Institute	84	21	41	11	8	7	88	8
Seaforth, Collegiate Institute	34	11	14	1	10	.....	36	1
Simcoe, High School	41	11	12	.....	9	3	35	2
Stratford, Collegiate Institute	144	32	23	5	18	1	79	.....
St. Thomas, Alma College	21	11	13	7	7	13	51	1
St. Thomas, Collegiate Institute	131	19	47	7	17	2	92	.....
St. Thomas, M.C.R.R. School	14	7	3	1	2	1	14	1
Tilsonburg, High School	23	15	14	1	4	7	41	1
Toronto, Miss Veal's School	2	1	2	2	1	2	8	1
Trafalgar, S.S. No. 1	4	3	5	.....	4	.....	12	.....
Vienna, High School	38	5	13	5	7	1	31	1
Yankleekhill, High School	17	8	14	1	2	1	26	.....
Welland, High School	52	21	13	3	7	10	54	2
Weston High School	35	10	21	1	3	1	36	.....
Whitby Collegiate Institute	67	35	63	4	11	11	124	3
Whitby, Ladies' College	6	3	5	1	4	2	15	1
Totals	3083	870	1348	209	558	293	3278	124

TABLE W.—*Certificates awarded to High Schools, Colleges, etc., Advanced Course, 1890-91.*

NAME.	Number of Students for Examinations.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total number of Proficiency Certificates.	
Belleville, Albert College	7	2	1	3	6	2	14	
Belleville, High School	17				3	2	5	
Iroquois, High School	32					1	1	
London, Academy of Painting ..	43	4	3	2	3	2	14	2
Oshawa, High School	1							
Ottawa, Normal School	8	1	3		1		5	
Portage LaPrairie, School	7	2	3	2	2		9	
Simcoe, High School	3	2		3	3	3	11	
St. Thomas, Alma College	14	8	8	7	9	7	39	4
St. Thomas, M. C. R. R.	2	1		1		1	3	
Toronto, Miss Veal's School	2	1	1	2	1	1	6	1
Whitby, Ladies' College	6	5	3	6	3	1	18	
Total	112	26	22	26	31	20	125	7

TABLE X.—*Certificates awarded to High Schools, Colleges, etc.—Mechanical Course, 1890-91.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.					Total number of Proficiency Certificates.	Number of Teachers' Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.		
Belleville, Albert College	4					1	1	
Belleville, High School	21			1	1	3	5	
Hamilton, Model School	1							
Iroquois, High School	2	1	1			1	3	
London, Academy of Painting ..	3				1		1	
Portage LaPrairie, School	4				2	1	3	
Simcoe, High School	3				3		3	
St. Thomas, Alma College	1				1		1	
Toronto, Miss Veal's School	2				3		3	
Whitby, Ladies' College					3		3	
Total	41	1	1	1	14	6	23	

TABLE Y.—*Certificates awarded to Ladies' Colleges, etc.—Special Subjects, 1890-91.*

NAME.	Number of Students for Examination.	NUMBER OF CERTIFICATES TAKEN.					
		Drawing from Life.	Painting Oil Colors.	Painting Water Colors.	Sepia.	Monochrome.	China Painting.
Belleville, Albert College	7	.....	5	3	.....	.....	8
London, Academy of Painting	6	2	.....	.....	.....	.....	2
Portage LaPrairie School	4	.....	3	3	1	1	8
St. Thomas, Alma College	9	.....	7	3	.....	.....	10
Toronto, Miss Veal's School	4	.....	1	1	.....	.....	4
Whitby, Alma College	7	.....	5	7	.....	.....	12
Total	37	2	21	17	1	1	40

TABLE Z.—*Certificates awarded at Summer Session, 1891.—Primary Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total.	
Niagara Assembly	5	3	3	2	1	2	11	.....

TABLE AA.—*Certificates awarded at Summer Session, 1891.—Advanced Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total.	
Niagara Assembly	3	.....	.....	.....	1	.....	1	.....

TABLE AB.—*Certificates awarded at Summer Session, 1891.—Mechanical Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.					Number of Teachers' Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	
Niagara Assembly	3	1	.....	.....	.....	1	.....

The total number of examination papers sent out this year was as follows :

Primary Course.

Freehand	3,062	
Geometry	2,583	
Perspective	2,166	
Model	2,558	
Blackboard	2,400	
		12,769

Advanced Course.

Shading, flat	216	
Outline, round	171	
Shading, round	206	
Flower drawing	236	
Ornamental design	176	
Competition for gold medal	16	
		1,021

Mechanical Course.

Descriptive geometry	83	
Machine drawing	90	
Building construction	76	
Industrial design	116	
Advanced perspective	112	
		477
Total		14,267

The following medals and special certificates were awarded for the year ending 30th of April, 1891 :—

Gold Medal.

Presented by the Minister of Education for advanced course :—Industrial designs and drawing from the antique, Miss Hattie E. Wrenshall, Kingston Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the highest number of marks in the Mechanical course, Stewart McPhie, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best design for overmantel, W. J. Beattie, Toronto Central School of Art.

Silver Medal and Certificate.

Presented by the Minister of Education for the best design suitable for a sideboard, Alice Schenerman, Waterloo Free Library.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimen of machine drawing from models, Walter Hall, London Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original architectural design, A. W. Peene, Hamilton Art School.

Bronze Medals.

For the highest number of marks in Primary Drawing Course, Art Schools and Ladies Colleges, Hattie Proctor, Miss Veal's Ladies' School, Toronto.

For the highest number of marks in Primary Drawing Course, Mechanics' Institute, Minnie Vogt, Elmira Mechanics' Institute.

For the best painting from life, Jos. Biehn, Toronto Central School of Art.

For the best drawing from life, Jos. Biehn, Toronto Central School of Art.

For the best specimens of China painting, Hattie Proctor, Miss Veal's Ladies' School, Toronto.

For the best specimen of wood carving, W. J. Beattie, Toronto Central School of Art.

For the best specimen of lithography, John Wilson, Hamilton Art School.

Home Knowledge and Public Library Association Medals.

Silver medal for best design suitable for stained glass window, A. T. Newlands, Kingston Art School.

Silver medal for best design for a painted ceiling, John Wierlaum, Waterloo Free Library.

Silver medal for best design for panel for wood carving, Miss E. E. Curry, Alma College, St. Thomas.

The following medals and certificates were awarded to the pupils of the High Schools and Collegiate Institutes :—

Departmental Medals and Certificates.

Silver medal and certificate for best design suitable for carpet, Vivian M. Moynes, Belleville High School.

Bronze medal and certificate for the highest number of marks taken by high School pupil in Primary Drawing Course, Herbert Lloyd, Parkdale Collegiate Institute.

Home Knowledge and Library Association Medals.

Silver medal for best design for a book cover, "History of Canada," Jennie Boyd, Iroquois High School.

The following medals and certificates were awarded to pupils of Public Schools :—

Bronze medal and certificate for highest number of marks taken by Public School pupil in Primary Drawing Course, Thos. Lewis, Leamington Public School.

Silver medal awarded by the Home Knowledge and Public Library Association to Public School pupils for the best design for oilcloth, Lizzie Connor, Louisa School, Kingston.

Silver medal awarded by the Home Knowledge and Public Library Association to Normal School students for the best specimens of memory and blackboard drawing, Clark Staples, Ottawa Normal School.

TEACHERS' PRIMARY ART CERTIFICATES (FULL COURSE.)

(Continued from page 313, Annual Report, 1890.)

NAME.	ADDRESS.	NAME.	ADDRESS.
<i>Males.</i>			
Alexander, F. W.	Ottawa.	Lingham, Fred.	Belleville.
Anderson, John.	Parkhill.	Lloyd, Herbert.	Parkdale.
Anderson, J. D.	St. Thomas.	Lott, Burnham.	Belleville.
Atkinson, Geo.	Caledonia.		
Baker, Frank.	Kingston.	Martin, Noah.	Berlin.
Barr, George.	Ingersoll.	Maunder, A. W.	Lindsay.
Beach, Herman.	Iroquois.	Meldrum, Rolph.	Whitby.
Best, Jno.	Cayuga.	Menge, G.	Toronto.
Black, Wm.	Belleville.	Miller, G. A.	Toronto.
Brant, John W.	Whitby.	Monthrop, Frank.	Morrisburgh.
Breckstead, Isaac.	Kemptville.	Monkman, Herbert.	Watford.
Burgess, Frank.	Cannington.	Murdoch, Wm.	Caledonia.
Butler, John.	Lindsay.	Murray, Percy.	Owen Sound.
		Macalister, A. W. G.	Iroquois.
Casselman, Alex. C.	Iroquois.	MacKenzie, W. L.	Shedden.
Cryslar, Wilton S.	Simcoe.	McAlpine, Wm.	Welland.
Currie, George C.	Iroquois.	McColl, Arch.	Orangeville.
		McDonald, John.	Owen Sound.
Davidson, S. K.	London.	McDonald, Thos.	Cayuga.
Davis, Jas.	London.	McGregor, Donald.	Owen Sound.
Depew, Jno.	Ingersoll.	McGuirl, T. H.	Ottawa.
Donnolly, Herbert.	Iroquois.	McKay, Duncan.	Cannington.
Donnolly, Wm. F.	Iroquois.	McKay, Wm.	Ingersoll.
		McKennon, A.	Lindsay.
Edwards, Robert.	Ridgetown.	McLaren, Dan.	Kemptville.
Elliott, Herbert.	Caledonia.		
Feader, Wm. Arnold.	Iroquois.	Olmstead, Joseph.	Hamilton.
Fleming, Thos. R.	Owen Sound.	Parsons, W. J.	Parkhill.
Forward, Eddie.	Iroquois.	Pearson, Daniel.	Ingersoll.
Fosberry, E.	Ottawa.	Pearen, Fred.	Ottawa.
Frey, Ezra.	Elmira.		
Gammel, Wm.	Seaforth.	Reeves, Charles.	Belleville.
Gowling, Ernest.	Caledonia.	Robson, Chas.	Durham.
Greer, Bruce.	Lindsay.	Rogers, Frankie.	St. Thomas.
		Rous, Carl.	Belleville.
Hare, D. Arthur.	Oshawa.	Rowlands, E. J.	Caledonia.
Harley, Fred.	Georgetown.	Roy, Louis.	Lindsay.
Hartman, Hy.	Belleville.	Rushton, Jerry.	Ridgetown.
Harvey, H. W.	Chatnam.		
Hill, James F.	Ingersoll.	Schultz, Bertie.	Snedden.
Hodgson, Jos.	Caledonia.	Service, H. E.	Ingersoll.
Holmes, Geo. Ernest.	Owen Sound.	Shaver, John.	Iroquois.
Hoover, Thos. W.	Lindsay.	Shaver, Peter.	Morrisburg.
Huchcroft, Foster.	Iroquois.	Shurtliffe, Morley.	Kingston.
		Smith, Chas. E.	Simcoe.
Ingram, Jas.	Ottawa.	Stacey, B.	Lindsay.
Island, Arthur.	Orangeville.	Stata, Adam T.	Morrisburg.
		Stewart, A.	London.
Jackman, David.	Owen Sound.	Storey, Frank.	Ridgetown.
Jamieson, Frederick.	Kemptville.		
Jones, John.	Parkhill.	Thatcher, Geo. E.	Ridgetown.
Kahala, John.	Iroquois.	West, George.	Ridgetown.
Kelly, Fred. P.	Toronto.	West, Samuel.	Ridgetown.
Klinck, George.	Elmira.	White, J. Harold.	Iroquois.
		Wilkinson, Chas.	Brockville.
Laidman, Charles.	Caledonia.	Williams, Manville.	
Lamb, James.	Orangeville.	Winn, Pearson P.	Berlin.
Langley, Ed.	Belleville.	Wright, Fred. W.	St. Thomas.
		Wright, Lindsay.	Iroquois.
		Young, Ernest A.	Belleville.

TEACHERS' PRIMARY ART CERTIFICATE (FULL COURSE).

NAME.	ADDRESS.	NAME.	ADDRESS.
<i>Females.</i>			
Armstrong, Teenie	Cannington.	King, Lillian	Oshawa.
Baldwin, Edith	Toronto.	King, Annie	Cayuga.
Beattie, Charlotte B.	Portage LaPrairie.	Lavery, Florence	Milton.
Bennett, Amy K	Kingston.	Lawlor, Elsie	Whitby.
Bingham, Clara	Cannington.	Little, Maggie A	Hamilton.
Booker, Helena	Hamilton.	Lowe, Jessie	Almonte.
Borland, Ethel	Tilsonburg.	Lusk, D.	Belleville.
Calhoun, Grace		Mager, May	Vienna.
Campbell, N. E	Georgetown.	McDonald, Jessie	Owen Sound.
Cook, Mary	Hamilton.	McLaren, Mary	Ridgetown.
Craig, Maggie	Ridgetown.	Parker, Nellie	Durham.
Crawford, Blanche	Ingersoll.	Perry, Jennie	Belleville.
Crowle, Kate	Belleville.	Philips, Lillie	Cannington.
Cryan, Rella	Belleville.	Preston, Ida	Lindsay.
Dacre, Addie	Cannington.	Proctor, Hattie	Toronto.
Daley, Marion	Kingston.	Read, Eliza G	Owen Sound.
Dalglish, Carrie F	Whitby.	Rutherford, Lulu	Owen Sound.
Davis, Blanche	Hamilton.	Saunders, Alice	Prescott.
Ewen, Lilian	Belleville.	Seabright, Alvena	Owen Sound.
Findlay, Nellie	Caledonia.	Shaver, Carrie	Hamilton.
Gaskill, Mary	Owen Sound.	Simpson, Jennie D	Portage LaPrairie.
Gile, Bertha	Athens.	Spry, May	Barrie.
Gourlay, M	Almonte.	Squires, Maude	Oshawa.
Gregor, Beatrice B.	Waterloo.	Totten, Olive	Oshawa.
Hazlett, K	Belleville.	Vogt, Minnie	Elmira.
Hendry, Isabella	Waterloo.	Walker, Daisy	Cayuga.
Howson, I	Toronto.	Wallace, Nellie	Owen Sound.
Huff, Florence	Belleville.	White, Ida A	Hamilton.
Jamieson, Oliva	Perth.	White, Nellie	Prescott.

Advanced Course, Teachers' Certificates.

Allan, Richard S.—Hamilton.
 Baker, W. C.—Kingston.
 Barnard, Amy—Hamilton.
 Bennett, Amy K.—Kingston.
 Buckle, Amy—London.
 Daly, Geraldine—Kingston.
 Daly, Marion—Kingston.
 Gibson, Elizabeth—London.
 Hinds, Eugenia—St. Thomas.

Howson, I.—Toronto.
 Livingston, Jean L.—St. Thomas.
 Luscombe, Emma W.—London.
 Neish, Laura—Kingston.
 O'Higgins, Jas.—London.
 Pettit, R. Beatrice—St. Thomas.
 Proctor, Hattie—Toronto.
 Smith, Mary E. Chadwick—Hamilton.
 Teetzel, Ida J.—St. Thomas.

Mechanical Course, Teachers' Certificates.

McPhie, Stewart—Hamilton.

Packham, Jas. H.—Owen Sound.

EXTRACT FROM REPORT OF THE BROCKVILLE ART SCHOOL FOR THE YEAR ENDING
30TH APRIL, 1891.

The term began on the 14th October, 1890—the day classes for painting, etc., under Miss K. Brule, winner of the Ontario Gold Medal—the evening classes under Mr. Robert Lindsay, a graduate of the Education Department in the Art School courses.

A prospectus descriptive of the course of forty lessons having been printed, copies were circulated generally throughout the town; timely notices were also inserted in the daily papers, and every means resorted to that the advantages offered by the School might be thoroughly known and appreciated. A personal canvass by the Secretary was made among the mechanics, and the employes in the several manufacturing establishments were solicited to attend. The teachers and scholars in the Collegiate Institute and the public schools were invited to join the classes. The result was most gratifying, as the number of pupils in attendance exceeded that of any previous session.

At the opening of the school, the Directors, in order to make it more popular and within the reach of all, decided to reduce the fee for full course to the nominal sum of one dollar; and subsequently to further increase the membership, fees were dispensed with, and drawing materials were, to a large extent, supplied gratis; owing to new pupils coming in at different periods, instruction could not be imparted in classes, but to each pupil separate tuition was given.

To aid in securing order and decorum and generally to ensure success, the Secretary (who himself holds certificates from the Department) devoted a great deal of time and personal attention to the school, and the instructor was thus enabled to give extra lessons; no pains, labor or attention were spared.

The following trades were represented in the classes, viz.: Moulders, core-makers, drillers, fitters, machinists, blacksmiths, carpenters, painters, printers, draughtsmen, etc.

The number of pupils enrolled was 107.

The number of lessons in the several classes was:—Freehand drawing, 68; model drawing, 41; memory and blackboard, 30; practical geometry, 35; Linear perspective, 35; Industrial and ornamental design, 25; advanced perspective, 20; machine drawing, 20; drawing from casts, etc., 54.

TREASURER'S STATEMENT.

Receipts.

From Subscriptions	\$ 25 00
For Certificates	46 00
Government Grant	400 00
	<hr/>
	\$471 00

Expenditure.

Rent	\$100 00
Carpenter work, screens, drawing materials, paper supplies and sundries	107 40
Express charges	1 00
Examination charges	12 00
Janitor's salary	20 00
Gas account	25 00
Advertising	5 60
Salary of Instructor	200 00
	<hr/>
	\$471 00

NEIL McLEAN,
President.

Brockville, April, 1891.

EXTRACT FROM REPORT OF THE HAMILTON ART SCHOOL FOR THE YEAR ENDING 30TH
JUNE, 1891.

The beginning of the school year in September last, was the commencement of a new era in this Art School.

The upper story of the new Hamilton Public Library building built during the past year has been secured, in which apartments have been specially designed and fitted up for this Art School. The premises consist of a spacious lecture, class and exhibition room, an antique room, a life class room, a modelling and carving room, the Principal's offices, studio and board room, the attendant and registrar's room, lavatories, cloak rooms and store-room.

The work in all branches is better than in previous years. Mr. S. J. Ireland has continued to act as Principal. Mr. A. W. Peene has assisted in teaching elementary, architectural and mechanical drawing. Miss A. Dickson, Mr. Peene and Miss Luxton have assisted with the Saturday class. Mr. R. A. Lyall has had charge of the plane geometry and applied mechanics, and Mr. R. A. Thomson, M.A., of the class for Algebra and Trigonometry. The two last named classes were found necessary, as the students in architecture and engineering had not sufficient mathematical knowledge to solve formulæ.

The attendance in all classes has been better. More students have worked all through the year than in any previous year. Very few have joined the classes for short periods. One great feature of this school now is the class on Saturdays, limited to teachers and pupils of the Hamilton Public Schools and Collegiate Institute. About 70 pupils have availed themselves of this class. The total number of individual students attending the school has been 181. Of these 99 are males and 82 females, making an increase over the previous year of 55. It is satisfactory to state that there is an increased appreciation of practical, technical work. Students who intend working as designers, draughtsmen, illustrators, architects, engineers, teachers, carvers or portrait painters, have worked in the school daily from about 9 a.m. to 5 p.m., many of them attending the evening classes as well. The technical class has doubled itself this year. Eight lectures on the "Technicalities of Design," specially required in the manufacture of the City metal works, and lectures on "Mathematical Instruments and how to use them," "Color in Art," and "Artistic Furnishing," were delivered by the Principal. To these lectures, students and subscribing members were admitted free.

In the Provincial examination the following medals were taken:—Silver Medal for Architectural Design, A. W. Peene; Silver Medal for highest number of marks in the Mechanical course, Stewart McPhie; Bronze Medal for the best specimen of Lithography, John Wilson.

The following certificates were taken by students of this school in subjects named:—Freehand, 30; model drawing, 26; geometry, 7; perspective, 5; memory, 20; outline from the round, 11; shading from the flat, 11; shading from the round, 17; drawing flowers, 15; ornamental design, 7; descriptive geometry, 2; advanced perspective, 4; machine drawing, 4; industrial design, 4; oil painting, 1; water color painting, 1; sepia, 7; oil monochrome, 2; modelling in clay, 3; wood engraving, 1; wood carving, 3; lithography, 1. The equipment of the school has been increased this year by the purchase of new furniture, copies, and about 20 casts, consisting of busts, fruit, ornament, etc., and four life size antique statues.

TREASURER'S STATEMENT.

Receipts.

Students' fees and rent of Students' lockers	\$ 1,306 59
Members' annual fees	149 00
Annual Grant from the City	300 00
Annual Grant from the Provincial Government	400 00
Grant from the Provincial Government for Certificates ..	145 00
Subscription to Prize fund	75 00
Doctors' Cast, subscription to,	46 00
Lawyers' Cast, subscription to,	53 00
Clergymen's Cast, subscription to	32 00
T. H. Stinson's Cast.....	50 00
Hamilton Association, one year's rent	130 00
Hamilton Association, proportion of cleaning and lighting Hall.....	8 00
From Guarantee fund	2,717 68
	<hr/>
	\$5,412 27

Expenditure.

Rent, Public Library, one year to 1st September	\$ 400 00
Salaries of Principal and Assistants to 1st September	1,602 40
Electric Light Co., lighting.....	58 33
Printing, advertising and stationery	154 47
Furnishing equipment, etc., including casts	613 99
Insurance	35 00
Telephone	25 39
Prizes	75 00
Sundries, including living models	77 72
Amount paid on contract for fitting up the new Art School Rooms	2,328 34
Balance	41 63
	<hr/>
	\$ 5,412 27

HUGH MURRAY,
Hon. Sec.-Treas.

Hamilton, August, 1891.

EXTRACT FROM REPORT OF THE KINGSTON ART SCHOOL FOR THE YEAR ENDING
30TH APRIL, 1891.

At the opening of the school on the 17th of September a full attendance was registered and the interest in the classes was maintained to the close of the session.

At the examinations held at the end of April, a large proportion of the pupils presented themselves for examination, but the directors have still cause to regret that so many of those capable of passing the examinations neglect to attend. The results have proved most satisfactory, a larger number of certificates having been received, while the Minister of Education's Gold Medal has again been awarded to a pupil of the school, Miss Hattie E. Wrenshall. A Silver Medal given by the Home Knowledge and Library Association for the best design for a stained glass window, was also won by a pupil, Mr. A. F. Newlands. The full number of certificates received is as follows:—62 and 1 Teacher's certificate in Primary Grades; 26 certificates in Advanced Grades; 8 certificates in Mechanical Grades.

The number of pupils on the roll for the term was :—

Evening Class.....	40
Afternoon Class	33
Painting Class.....	23

While numerically less than last year, the average attendance was better and therefore more satisfactory.

The Directors feel that the efficiency of the school is increasing each year, while the character of the work, as evidenced by the results of the Departmental examinations, is of a high class ; and an increased interest is being shown, which they trust will be maintained. A pleasing feature is the interest shown by mechanics in attendance at the evening classes, evidencing their desire for improvement in this most useful part of their work.

Receipts.

Balance brought forward ..	\$ 19 01
School fees	328 50
Members' fees	45 00
Government Grant	468 00
	<hr/>
	\$860 51

Expenditure.

Printing, advertising, etc	\$ 35 15
Rent, heating, lighting, etc	180 00
Salaries.....	625 00
Sundry small accounts	75
Examiners' fees	12 00
Balance	7 61
	<hr/>
	\$860 51

RICHARD T. WALKEM,
President.

Kingston, June, 1891.

EXTRACT FROM REPORT OF THE LONDON ART SCHOOL FOR THE YEAR ENDING 30TH
APRIL, 1891.

The curriculum of studies, as required by the Department, has been strictly carried out, and it is most gratifying for me to have to report an increased prosperity for the school. This year we have 95 pupils, an increase of 14 over last year. Besides the regular evening classes, afternoon classes have been conducted for the study of oil and water colors and china painting, which have been very well attended.

With respect to the financial position of the school, it will be seen that the expenditure has been kept within the income.

With respect to the progress made by the pupils, quite a number of certificates were awarded, besides two medals, at the last examination, with a prospect of still greater results this year.

TREASURER'S STATEMENT.

Receipts.

Balance to credit of the school.....	\$ 86 13
Government grant to school	400 00
“ certificates	40 00
Fees from pupils	211 50
Interest to date	2 35
	<hr/>
	\$739 98

Expenditure.

Tuition, John R. Peel.....	\$133 03
“ John H. Griffiths.....	168 75
Rent of rooms up to May 1st, 1891.....	189 58
Gas Company's account.....	29 15
Printing, advertising, stationery, etc.....	101 65
Insurance.....	7 50
Examiners' fees and disbursements.....	9 60
Fuel, \$12 90; Incidentals, \$31 93.....	44 83
Secretary's salary.....	50 00
Balance.....	5 79
	<hr/>
	\$739 88

JOHN H. GRIFFITHS,

Secretary-Treasurer.

London, May, 1891.

EXTRACT FROM REPORT OF THE OTTAWA ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1891.

The Association now consists of 34 life members (donors of \$50 and over), and 25 ordinary members (subscribers of \$5), making a total of 59.

Its affairs are managed by a Board of Directors, the president elected last year being Mr. Sandford Fleming, C.M.G.

The teaching staff, last session, consisted of two paid teachers, and an instructress in art needlework, unpaid.

Classes were held each day in the morning from 10 to 1, and on Tuesdays, Thursdays, and Saturdays, in the evening, from 7.30 to 10. A sketch class for rapid work from the draped figure met on one afternoon, and the art needlework class on two afternoons each week.

The fees charged were as follows :

Advanced course.....	\$5 00 per month	} Less one-fourth to members.
Elementary	2 50 “ “	
Industrial.....	1 00 “ “	
Art needlework.....	1 50 “ “	

The following trades and occupations are represented by the students : Engravers, accountants, pupils, students, carpenters, masons, civil service, book-keepers, dentists, millwrights, contractors.

The number of pupils presenting themselves at the Government Examinations, held at the close of this session, was 26. The number of certificates taken was 32.

Owing to financial considerations the premises formerly occupied by the school were disposed of and other convenient roomy quarters taken ; they sold subject to a mortgage of \$8,000 for the net sum of \$2,700. The proceeds of this sale (\$2,543.29, after deduction of some liabilities chargeable to capital account), are to be invested.

TREASURER'S STATEMENT.

Receipts.

Balance brought over.....	\$ 9 42
Rent.....	182 50
Fees.....	282 50
Donations and subscriptions.....	270 00
Grant from Royal Academy.....	150 00
Government grant.....	400 00
Certificates.....	32 00
Balance due treasurer	141 34

\$1,467 76

Expenditure.

Salaries from Nov., 1890, to May, 1891.....	\$895 00
Interest on mortgage.....	250 00
Models.....	4 75
Light	27 93
Insurance.....	6 20
Advertising, printing, and stationery	69 30
Incidentals on changing premises.....	33 53
Rent.....	145 81
Examiners' fees	13 80
Water and other rates.....	16 72
Sundries	4 72

\$1,467 76

ACHILLE FRECHETTE,

Secretary.

Ottawa, May, 1891.

EXTRACT FROM REPORT OF THE ST. THOMAS ART SCHOOL FOR THE YEAR ENDING
30TH APRIL, 1891.

The fall term opened on the 15th day of September, 1890, and closed on the 30th day of December, 1890.

The spring term opened on the 5th day of January, 1891, and closed on the 30th day of April, 1891.

The total number of students attending the school during the above terms was 65.

The school was opened for instruction three nights in each week during each term.

The total number of students who wrote for examination was 22, and the number of certificates awarded was 56.

The teaching was under the instruction of Mr. R. H. Whale as Principal, and Miss S. McKay as assistant.

Some additions have been made to the school equipment and furniture, but more models and casts are needed for the use of the school.

The school appears to be growing steadily though slowly in public favor, and the committee of management looks with confidence for an increased attendance and an enlarged sphere of usefulness in the future.

We are pleased to report that the Art School comprised students representing the following trades and professions, viz.: Machinists, master mechanics, marble cutters, photographic artists, mechanics, locomotive firemen, tailors, carpenters, house painters, merchants, clerks, teachers and students.

TREASURER'S STATEMENT.

Receipts.

Government grant.....	\$400 00
Certificates	25 00
Fees.....	57 05
Grant from free library.....	276 69
	<hr/>
	\$758 74

Expenditure.

Examination fees	\$16 50
Supplies	82 03
Sundries	30 60
Advertising	2 00
Rent	90 00
Principal's salary	325 00
Janitor's salary	57 60
Assistant's salary	59 90
Teacher's commission	10 25
Gas	28 80
Fuel.....	12 40
Printing	43 66
	<hr/>
	\$758 74

ROBERT MILLER,
President.

St. Thomas, May, 1891.

EXTRACT FROM REPORT OF THE CENTRAL ONTARIO SCHOOL OF ART AND DESIGN,
TORONTO, 1891.

The organization now known as the "Central Ontario School of Art and Design" was incorporated under section 2 of the Act respecting Art Schools, with a membership of 20 prominent citizens, on October 22nd, 1890. The classes were opened on Monday, January 12, 1891.

Mr. J. W. L. Forster, A.R.C.A., was entrusted with the antique and life classes. Mr. G. A. Reid, R.C.A., was appointed teacher of painting, and Mr. Hamilton McCarthy, R.C.A., teacher of modelling in case a class could be formed. Messrs. Revell and Matthews took charge of the elementary courses until the appointment of Mr. Holmes in the month of March.

Fifty-seven students have been enrolled, including students, designers, modellers, lithographers, architects, wood-carvers, jewellers and engravers, school teachers, a druggist, surveyor and clergyman, besides those whose business could not well be defined.

Ninety lessons have been given in both elementary and advanced grades, and the attendance and diligence of the pupils has been all that could be desired.

The prospects of establishing a large and influential School of Art in Toronto, which shall bring students from all parts of our Province, are most encouraging.

The curriculum adopted has been in accordance with the requirements of the Government, but it is a matter for regret that no students for the mechanical course presented themselves, the artisans who attended the classes being more desirous of acquiring a knowledge of freehand drawing and design. However it is confidently expected that by making known the advantages of the school in good time next September, large classes in all branches will be secured.

From a perusal of statement of receipts and expenditure, as well as the statement of assets and liabilities, it will be seen that by the exercise of strict economy your board will be able to meet all indebtedness, and hold nearly intact for the commencement of next season's work whatever grant may be obtained from the Government.

Through the kindness of the Ontario Society of Artists and Royal Canadian Academy, as well as the Education Department, the school has been at no expense for casts or furniture, but in commencing a new term the equipment must be more perfect in every respect, which means the expenditure of part of the balance referred to. The kindness of Messrs. Hynes in giving to the school a number of original casts used in the decoration of the Board of Trade building, is gratefully acknowledged.

TREASURER'S STATEMENT.

Receipts.

Pupils	\$272 98
Subscriptions	25 00
Rent	10 00
	<hr/>
	\$307 98

Expenditure.

Printing and advertising	\$41 35
Sundry expenses	7 26
Models for life class	7 35
" still life	95
Gas and electric light	5 00
Rent, 3 months	120 00
Cleaning room	3 00
Cash returned, overpaid fees	20 50
Cash in hand and bank	102 57
	<hr/>
	\$307 98

ESTIMATE OF ASSETS AND LIABILITIES TO CLOSE OF PRESENT SEASON.

Liabilities.

Teachers' salaries	\$524 00
Curator	50 00
Rent	40 00
Gas and electric light	10 00
Examiners' fees	14 50
Estimated balance with which to commence next season ..	364 07
	<hr/>
	\$1,002 57

Assets.

Cash in hand and bank as per statement	\$102 57
Grant from City	500 00
" Government	400 00
	<hr/>
	\$1,002 57

WM. REVELL,
Hon. Secretary.

Toronto, May, 1891.

EXTRACT FROM THE REPORT OF THE ONTARIO SOCIETY OF ARTISTS FOR THE YEAR ENDING
30TH APRIL, 1891.

Membership.—Our membership has been increased by the election of four painters, two ladies and two gentlemen. One architect has been elected and three designers. We have lost by resignation one member, and two by death, viz—H. Perre and M. Hannaford. Our membership now numbers 56.

Exhibitions.—Our last annual exhibition was held in our present gallery and proved a great success both as to excellence of work and attendance of visitors. It brought, however, the usual loss, this time amounting to about \$200. The Art Department of the Industrial Exhibition was managed by the Society last fall, and the members are to be congratulated upon the excellence of the exhibit on that occasion.

School.—In the fall of last year steps were taken to organize a new School of Art. This was accomplished under the name of "The Central Ontario School of Art and Design." Owing to circumstances needless to relate, operations were not commenced until the beginning of the present year; however, it is gratifying to state that 57 students were enrolled, and excellent work done.

Entertainments.—During the past winter the social element has been more cultivated. A lecture was delivered by Mr. McEvoy on "The Art Critic at Work," and entertainments of a more recreative character have been enjoyed.

Life Class.—A class formed of members of the Society has been conducted during the winter for the study of drawing from life. The members of the class are very enthusiastic in speaking of the benefits derived, and are looking forward to the resumption of their studies next fall with much pleasure.

TREASURER'S STATEMENT.

Receipts.

Cash balance May 1st, 1890.	\$747 74
Members' fees :	
Professional	\$446 00
Honorary life Member (Wm. Reford)	100 00
	<hr/>
Government grant	546 00
Building Fund (Donation by Wm. Reford)	500 00
Interest	100 00
Exhibition	22 68
Industrial exhibition, net	244 00
Sundry items	201 15
Art Union	78 50
	<hr/>
	2,116 00
	<hr/>
	\$4,556 07

Expenditure.

Secretary's salary	\$200 00
Old liabilities now paid	76 28
General expenses, O.S.A.	187 03
Sundry accounts	205 33
Exhibition expenses	433 40
Art union :	
Artists for pictures and sketches.	\$1,027 50
Prizes awarded	773 50
Expenses	75 00
	<hr/>
	1,876 00
Cash balance April 30th, 1891	1,578 93
	<hr/>
	\$4,556 07

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

Cash on deposit and in hand as below	\$1,578 03
Home Savings and Loan Co.	\$1,090 54
Dominion bank	457 26
Cash in hands of Treasurer, O.S.A.	30 23
	<hr/>
	\$1,578 03
Due from members O.S.A.	440 50
	<hr/>
	\$2,018 53

Liabilities.

Art Union	\$458 40
Art Union prize account	101 88
Due to members O.S.A.	50 48
Assets in excess of liabilities.	1,407 77
	<hr/>
	\$2,018 53

Toronto, May, 1891.

WILLIAM REVELL,
Vice-President.

IV.—SCIENTIFIC INSTITUTIONS.

I.—EXTRACT FROM THE REPORT OF THE CANADIAN INSTITUTE, TORONTO, FOR THE YEAR
ENDING 30TH OF APRIL, 1891.

The great work in which we are deeply interested, the adoption in every part of the world of the use of cosmic time, has received much attention and consideration from the Council and Institute. The movement has made marked progress during the past year. The use of this system of marking time has been adopted by the Governments of many countries, from Germany to Japan.

A memorial was also presented to the Hon. the Minister of the Interior, requesting the Dominion Government to aid the Institute in "research into the various subjects connected with the early Indian occupation of the Dominion." The Council regrets to say an unfavorable reply was received to this petition.

A well attended convention was held in the town of Niagara on the 2nd and 3rd of July, 1890. Several papers were read by the residents which added greatly to the interest of the meeting.

The Archæological branch of our work has enriched the museum and saved to the Province a large collection of relics, which will ere long be of inestimable value to the students of anthropology, ethnology, archæology and sociology. Special mention may be made of the Geo. C. Laidlaw loan collection of stone, earthenware, and other specimens obtained in the neighborhood of Balsam Lake; a collection lent by Dr. Tweedale, from Elgin County; and the Long collection of bone ornaments and implements collected near Toronto, first loaned by Mr. Long and now the property of the Institute by purchase.

The Annual Report of the Curator has been distributed among the members.

The general work of the Institute has been well maintained. There were one special general meeting, twenty-four ordinary meetings, (at which 33 papers were read), four meetings of the Geological section, (at which four papers were read), fourteen meetings of the Biological section with fifteen papers read, independent of work done by sub-sections and "gossip" meetings, six meetings of the Historical section with six papers read, making a total of 58 papers for the session.

MEMBERSHIP.

Honorary Members	7
Life Members	11
Ordinary Members	273
	<hr/> 291

FINANCIAL STATEMENT.

Receipts.

Balance in Imperial Bank	\$ 270 45
Cash in hand	5 22
Annual Subscriptions	636 19
Life Memberships	50 00
Rent	12 00
Government Grant	1,000 00
Received from A.A.A.S.	510 79
Periodicals sold	29 44
Journals sold	17 61
Interest on Deposits	18 10
Sandford Fleming's Annual Donation	200 00
Book sold	5 00
Tickets to Niagara sold	16 65
	<hr/> \$2,771 45

Expenditure.

Salaries	\$ 442 00
Printing (Proceedings)	505 63
" (Miscellaneous)	45 75
Engraving	56 95
Extra copies of Report	49 00
Postage	109 21
Periodicals	200 03
Furniture	101 29
Interest	200 00
Petty charges	350 86
Balance in Imperial Bank	668 39
Cash in hand	42 34
	<hr/> \$2,771 45

ASSETS AND LIABILITIES.

ASSETS.

Building and grounds	\$18,000 00
Library	5,000 00
Specimens	5,000 00
Personal property	1,000 00
	<hr/> \$29,000 00

LIABILITIES.

Mortgage No. 1, due 1892.....	\$3,000 00
Mortgage No. 2, ".....	1,000 00
Balance in favor of the Institute	25,000 00
	<hr/>
	\$29,000 00

ARCHÆOLOGICAL FUND.

Balance in hands of Curator	\$ 15 20
" " Treasurer	5 43
Government Grant	1,000 00
	<hr/>
	\$1,020 63

Purchase of Specimens, W. G. Long	\$ 75 00
" per D. Boyle	15 45
Cases	139 31
Lithographing, Rolph, Smith & Co.	40 00
Salary of Curator	400 00
Travelling and Miscellaneous Expenses, Curator	170 82
Balance in Bank	180 05
	<hr/>
	\$1,020 63

PAPERS READ, SESSION 1890-91.

- "The Canadian Institute of the Future,"—David Boyle, Ph. B.
 "The Two Values,"—W. A. Douglass, B. A.
 "Studies in Cell-Structure and Cell-Contents,"—A. B. Macallum, B.A., M.B., Ph. D.
 "The Typhoid Bacillus in relation to Drinking Waters,"—J. J. Mackenzie, B. A.
 "Occurrence of Gold and Silver in Galena and Iron Pyrites,"—R. Dewar.
 "Reminiscences of Newfoundland,"—Rev. Philip Tocque, A.M.
 "Report of the Delegates to the Montpelier Congress on the Romance Tongues, with Remarks on some Ancient Races still existing in Southern Europe, their Languages and Customs,"—Arthur Harvey.
 "Sculpture,"—Fred. A. T. Dunbar.
 "Color in Nature (in relation to Drapery),"—W. A. Sherwood.
 "Crystal Studies (No. 1),"—H. R. Wood, M.A.
 "Studies on the Origin of the Blood Pigment,"—Dr. Macallum.
 "African and American: the Contact of the Negro and the Indian,"—A. F. Chamberlain, M.A.
 "Canadian Art of To-day,"—J. W. L. Forster.
 "Some effects of Christianity on Legislation,"—Hon. William Proudfoot.
 "The Beothick Indians,"—Alan Macdougall, C.E.
 "Crystal Studies (Nos. 2 and 3),"—H. R. Wood, M.A.
 "Review of a Work by A. W. Moore, M.A., on Sur-names and Place-names of the Isle of Man,"—Rev. Neil MacNish, LL.D.
 "Codification of the Law, 3rd Paper (Contracts),"—T. B. Browning, M.A.
 "A Consideration of Sewage Schemes,"—Levi J. Clark.
 "A few words on Lake Currents,"—Levi J. Clark.
 "Indian Remains and Relics found in the neighborhood of Balsam Lake,"—G. E. Laidlaw.
 "Notes on French Canadian Folk-Lore,"—A. F. Chamberlain, M.A.
 "Reforms in Time-Reckoning,"—Sandford Fleming, C.M.G.

- "Some Points in Milk-Analysis,"—Prof. W. H. Ellis.
 "The Administration of Governor Simcoe,"—Capt. Ernest A. Cruikshank.
 "Miss Dix and her Life Work,"—E. A. Meredith, LL.D.
 "Modern Ornithology,"—W. Brodie.
 "Japanese Literature,"—Tozo Ohno.
 "The Study of History,"—Rev. Prof. G. M. Wrong, M.A.
 "The Genesis and Growth of Capital,"—W. Houston, M.A.
 "A Gaelic Cuneiform Inscription,"—Rev. Neil McNish, LL.D.
 "British and Canadian Trade Relations,"—J. Castell Hopkins.
 "Intelligence of Insects, as exemplified by *Pelopæus Cementarius*,"—W. Brodie.

LIBRARIAN'S REPORT.

The accessions to the library have been :—

I. Donations	390
II. Exchanges	3,700

DISTRIBUTION.

III. The number of societies, individuals and periodicals to which the publications of the Institute are sent	516
IV. Reading Room, Periodicals subscribed for	36
V. Total of separate numbers received by purchase	834
VI. Number of books and periodicals taken out	1,551

BIOLOGICAL SECTION.

This Section has just closed another very successful session of fourteen meetings, at which fifteen papers have been read. One field-day excursion was taken to Howard Lake, at which there was a numerous attendance. The Microscopical sub-section, lately formed, has held several meetings, and is now in good working condition.

The Ornithological sub-section has done good work.

The Botanical sub-section has done excellent work during the past session. Since it was formed about a year ago, 389 species of plants have been collected and identified, of which 325 species were found in the vicinity of Toronto, the balance (for most of which we are indebted to Miss Alice Hollingworth of Beatrice, Muskoka), was collected in the northern parts of Ontario.

PAPERS READ.

James H. Pearce	<i>President's Address.</i>
An evening spent among the scientific books of the Public Library.	
Wm. Brodie	<i>Accumulation of drift-wood by the River Don.</i>
G. Atkinson	<i>Notes on Ontario Birds (continued).</i>
An evening spent in the Museum by the members.	
Chas. W. Armstrong	<i>Review of the work done by the Botanical Sub-section.</i>
Chas. W. Armstrong	<i>Ferns around Toronto.</i>
Wm. Cross	<i>Notes on Hybrids.</i>
Wm. Brodie	<i>Objects of the study of Ornithology.</i>
G. Atkinson	<i>Ornithological Report.</i>
G. Atkinson	<i>Habits of Native Birds in Captivity.</i>
Arthur Harvey	<i>Bone Caves of Europe in relation to pre-historic man.</i>
Wm. Cross	<i>Art of Taxidermy.</i>

James H. Pearce.....	<i>Ginseng, its medicinal properties and commercial value.</i>
Andrew Elvins	<i>Lower Forms of Life.</i>
James H. Pearce	<i>Technical Etymology.</i>
Arthur Harvey.....	<i>Herpestes griseus in Jamaica.</i>

GEOLOGICAL AND MINING SECTION.

This section aroused a great deal of interest, owing to the fact that the Ontario Mining Convention was held under its auspices.

The Section has continued its efforts to establish a provincial mineralogical museum, and a resolution calling the attention of the Government to the matter was passed by the Mining Convention. The establishment of a school properly fitted for education in mining was also pressed upon the Government.

The Section had moreover the gratification of seeing their action in moving for the appointment of a Department of Mines adopted by the Convention.

The following papers were read before the Section :—

“Notes on the production of Iron and Steel in Ontario,”—Mr. Hamilton Merritt.

“Progress of Mining Legislation in Ontario,”—Mr. Hamilton Merritt.

“History and Occurrence of Nickel,”—Mr. Geo. Mickle.

“Nickel Assaying,”—Mr. Geo. Mickle.

THE HISTORICAL SECTION.

The Historical Section, organized on the 15th July, 1890, for “the study and investigation of the history of Canada and cognate subjects, such as Archæology, Genealogy and Ethnography,” reports with pleasure that 27 members of the Institute have signed the roll.

The following papers have been read at meetings of the Section :—

Wm. Houston, M.A., on “The Genesis and Development of Legislative Functions in the Northern Parts of America.”

J. G. Ridout on “An account written by the late Hon. Thos. Ridout, Surveyor-General of Canada, of his captivity among the Shawnees in 1788.”

Wm. Houston, M.A., on the Development of Legislative Autonomy in Canada.

“J. C. Hamilton, M.A. LL.B., on “Afro-Canadian Incidents, and the career of John Brown in Canada.”

D. B. Read, Q. C., on “Incidents in the Life of Gen. Brock.”

J. G. Ridout, on “The Campaign of 1815 (Waterloo).”

Wm. Houston, M.A.,—A Transcript (with illustrative maps and comments) from the diary of Mr. Alex. Macdonell, who had accompanied Gov. Simcoe on an expedition from the Humber Bay to the Georgian Bay, by way of Lake Simcoe, in 1793.

The subject of publication by the Provincial Government of manuscripts of importance to the history of Ontario was brought before the Institute by this section, and a deputation appointed to wait upon the Administration in reference thereto. At the interview which shortly followed, the Hon. Atty.-General Mowat requested that deputation to forward a memorandum in writing of such documents as it thought should in this connection receive consideration. The preparation of this memo. having been by the Institute referred to this section, that duty was carefully performed, and a report duly sent to the Hon. the Atty.-General.

Toronto, May 1891.

CHARLES CARPMAEL,
President.

EXTRACT FROM REPORT OF L'INSTITUT CANADIEN FRANÇAIS DE LA CITÉ D'OTTAWA FOR
THE YEAR ENDING 30TH APRIL, 1891.

The session now closed has been a successful one.

Membership.

Total number of members, 278.

Library.

The want of funds prevented any addition being made to the library by purchase, but nearly 150 volumes and pamphlets were received from various corresponding societies in Europe and America.

Reading Room.

The reading room has been well attended. There are 45 papers and magazines on file.

Evening Classes.

Preparations were made to continue the course in chemistry, which was inaugurated last year, but unfortunately it was found necessary to drop the scheme for this year.

Lectures.

The lecture course during the last winter embraced subjects of great interest, and the different lectures were well attended.

The subjects of these lectures and the lecturers were as follows :

- 1—"D'Iberville, ou un héros Canadien au xvii. siècle." Rev. Father Langevin, O.M.I.
- 2—Microbes a hypnotism Dr. F. X. Valade.
- 3—The Posts in the Ancient Times Charles Béroard.
- 4—La Jeunesse de Napoléon 1er Benjamin Sulte.
- 5—Prise de Toulon et 13 Vendémiaire Benjamin Sulte.
- 6—Les Supplices terribles..... Nap. Champagne.
- 7—Bourreaux et Martyrs pendant la Revolution
Française..... Rev. Father Fillatre, O.M.I.
- 8—Souvenirs de Corse..... Rev. Father Gaffre.

Museum.

Several medals and coins were added to our collection during the year.

Finances.

The financial position of the Institute is slightly improved.

TREASURER'S STATEMENT.

Receipts.

Government grant.....	\$300 00
Evening Classes.....	76 00
Members' contributions.....	142 00
Rent.....	10 00
Literary entertainments.....	112 00
Other petty revenues.....	94 16
	<hr/>
	\$734 16

Expenditure.

Last year's deficit.	\$114 56
Rent	272 00
Housekeeper's salary.....	150 00
Heating and lighting.....	141 50
Repairs, electric light apparatus.....	67 00
Petty expenses, water rates, etc.....	57 42
	<hr/>
	\$802 48
Receipts.....	734 16
	<hr/>
Balance.....	\$68 32

CHAS. BÉROARD,
Secretary.

Ottawa, May, 1891.

EXTRACT FROM REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY FOR THE
YEAR ENDING 30TH APRIL, 1891.

The year has been comparatively uneventful in the history of the Society, but the Council has reason to believe that much good work has been done. In view of the somewhat heavy liabilities which have been incurred during recent years, an effort has been made to reduce the expenditure to the lowest point consistent with the efficiency of the Society, and, as a consequence of this effort, the finances are now on a much more satisfactory footing than for some time past.

Membership.

The number of ordinary members entitled to vote, that is, whose subscriptions are not more than one year in arrear, is 200 ; these, with 7 life members, make the total membership 207. The membership is 88 less than last year ; this is largely occasioned by the establishment of other societies offering somewhat similar privileges, and which attract many who would otherwise become members of this Society. The total number of new members added was 20.

Library.

According to the catalogue the library contains 2,578 books, which are classified as follows :

	1890.	1889.
History and Biography.....	361	361
Travel and Adventure.....	120	96
Fiction.....	505	408
Poetry.....	47	47
Metaphysics, Essays, etc.....	294	289
Theology.....	47	47
Geology, Mineralogy, etc.....	152	147
Chemistry, Natural History, etc.....	138	128
Astronomy, Mathematics, etc.....	51	51
Science and Art, not otherwise specified.....	251	239
Encyclopædias, Magazines etc.....	612	584

One hundred and sixty-three books were added to the library during the year; of these over 100 volumes were secured through the personal efforts of the president, who raised a special fund for the purchase of books.

The following books and reports were presented to the Society:—Knight's Mechanical Dictionary (3 vols.). Annual Report of the Geological Survey of Canada. Sixth Annual Report of Bureau of Ethnology. Ninth Annual Report of U.S. Geo. survey, 1887-8. Journal and Proceedings of the Royal Society of New South Wales, Vol. 23, Part H. and Vol. 24, Part I. Proceedings and Transactions of the Nova Scotia Institute of Natural Science, Vol. VII., 1889-90. Smithsonian Report, 1886. Canadian Archives. Report of Indian Affairs. Report of Bureau, Statistics of Labor, 1887.

Twenty-eight books were rebound and 92 books were repaired during the year.

One hundred and thirty-three members made use of the library during the year. The total number of books taken out was 1,790, an increase of 430.

The books taken out were distributed among the different classes as follows:

	1890.	1889.
History and Biography.....	95	79
Travel and Adventure.....	61	32
Fiction.....	1244	955
Poetry.....	8	6
Essays, Metaphysics, etc.....	101	100
Theology.....	2	9
Geology.....	7	9
Chemistry.....	5	7
Science and Art.....	24	29
Magazines, etc.....	243	129

Catalogues of the books in the different sections are placed in convenient positions for the members who may wish to consult them. This is found to be a great convenience.

Reading Room.

The reading room has been well attended during the year. The magazines and papers supplied appear to meet with the approval of the members.

The Society places before its readers 9 daily newspapers, 15 weeklies and 18 monthly magazines.

The following papers are presented to the Society: *Ottawa Free Press*, *Citizen Journal*, *Sarnia Canadian*, *Mining Review*, *Imperial Federation* and *Science*.

The periodicals sold by tender amounted to \$26.25, or about \$7 more than last year.

The total cost to the Society of all the papers and magazines, exclusive of those presented, was \$133.15.

Twenty-one volumes of magazines were bound during the year.

Lectures.

The lectures this year were held in the Society's large room, and the amount that otherwise would have been paid for rent of lecture halls, was saved. The room gave ample accommodation for the audience at nearly all the lectures.

The course was as follows :—

1890.

Oct. 22.—“British, Boer and Black.” Rev. Principal Grant, D.D.

Nov. 6.—“Slavery in Canada.” Benj. Sulte, F.R.S.

Nov. 20.—“Dominion of Mind.” Rev. E. B. Ryckman, D.D.

Dec. 4.—“Mountain Ranges and Great Rivers of the Pacific Coast. Prof.

J. Macoun, F.R.S.

Dec. 18.—“Chest Development.” B. W. F. Hurdman, M.D.

1891.

Jan. 8.—“Science of Politics.” W. D. LeSueur, B.A.

Feb. 5.—“Human Hair.” A. J. Horsey, M.D.

Feb. 19.—“Two Canadian Poets.” A. Lampman, B.A.

Mar. 12.—“Haldimand.” W. Kingsford, C.E., F.R.S.

The Lectures were well attended, and greatly appreciated by those who had the privilege of hearing them.

At the last meeting of the Royal Society, held in this city, in May last, this Society was represented by its President, Mr. H. B. Small, who presented a report on the Society's work.

The Society has been invited to send a delegate to the meeting of the Royal Society, to be held in May next.

The Council still has in view the scheme for united action by various Societies in the erection of a building in which all might find accommodation, and possessing a large hall where meetings might be held and lectures delivered. Such a scheme was brought before the Royal Society at its last meeting by Mr. Small our President. He suggested that the Royal Society should obtain quarters in such a building for their extensive and increasing library, their offices, etc.

The suggestion was favorably received, and a Committee of the Royal Society appointed, consisting of the President and Messrs. Fleming and Bourinot, to confer with the promoters of the said scheme, with the view of contributing to the erection of the building, and of obtaining quarters therein.

At this meeting of the Royal Society it was finally decided to establish the head quarters of the Society permanently in Ottawa, and it was thought that a piece of land might be obtained from the Dominion Government as a site for the proposed building.

It is understood that plans for the proposed building, comprising quarters for a large number of Societies, will be submitted to the Royal Society at its forthcoming meeting.

TREASURER'S STATEMENT.

Receipts.

Balance from 1889-90.....	\$ 21 35
Unexpended balance to credit of Treasurer at the Quebec Bank, since 26th August, 1885.....	2 72
Government grant	400 00
Members' subscriptions	299 00
Lecture tickets sold.....	63 00
Cash, admission to lectures.....	20 20
Periodicals sold	31 21
Rent of lecture room.....	77 50
Sale of Museum contents	20 00
Special library fund, collected by Mr. Small.....	89 71

\$1 024 69

Expenditure.

Custodian	\$214 51
Rent of Society's rooms	163 80
Lighting	37 40
Advertising and printing	26 25
Water rates.....	18 74
Newspapers and periodicals.....	134 24
Binding.....	26 80
Lecture expenses.....	11 00
Postage and petty expenses.....	32 67
Books for library	7 00
Books purchased by special fund	89 71
Bank of Ottawa, in re-payment of loan	198 95
Balance	63 62
	<hr/>
	\$1,024 69

Assets.

Government grant.....	\$400 00
Members' subscriptions	288 00
Lecture tickets.....	15 00
Balance	63 32
	<hr/>
	\$766 32

Liabilities.

Advertising and printing.....	\$61 00
Lighting	59 00
Water rates	10 34
Rent	300 00
	<hr/>
	\$430 34
	<hr/>
Excess of assets.....	\$335 98

Ottawa, May, 1891.

F. K. BENNETTS,
Secretary.

EXTRACT FROM REPORT OF THE ATHENÆUM AND ST. PATRICK'S LITERARY ASSOCIATION
OF OTTAWA, FOR THE YEAR ENDING 30TH OF APRIL, 1891.

It is gratifying to state that almost every night, during the whole term, was devoted to some special work ; for instance, the Hall was occupied on Monday and Friday nights for night school, on Tuesday and Thursday nights for lectures and debates, Wednesday and Saturday nights for shorthand, etc.

Membership.

There are now sixty-eight members on the roll.

Library.

The Library contains 385 volumes, and is kept open for use of members from 7.30 to 10.30 five evenings in each week.

Reading Room.

This room was kept open from 7.30 to 10.30 each evening during the season, and was well patronized by our members. There were four daily and six weekly news papers and three monthly magazines on file during the season.

Evening Classes.

In the evening classes arithmetic, book-keeping and writing were taught by a teacher holding a second class Provincial Certificate. There were 22 pupils in attendance, consisting of laborers, mechanics, clerks, grocers, printers, civil servants, moulders, painters and others, all of whom made marked improvement in their studies. The Society also organized a class in shorthand. Twenty of our members joined this class, and at the end of the season a number of them could take "notes" from dictation—and are still keeping up their efforts to perfect themselves in this useful qualification.

Lectures.

President's Inaugural.....	"History of the Society."
Benj. Sulte, F.R.S	"Origin of French Canadians."
Rev. Dr. Fillatre, O.M.I.	"The Philosophy of History "
Thomas Swift	"English History."
D. Burke.....	"Early History of Canada."
Thos. J. Richardson.....	"Home Rule in Miniature," as existing in Jersey Island.
H. B. Small.....	"Opposing Forces."
Fred Cook	"The Newspaper of to-day."
D. Dunn.....	"Irish Parliamentary Home Rule."
John Foran	"Self Culture."
J. A. Hanratty	"The Indians."
Rev. Dr. Fillatre, O.M.I.	"Strikes."
Wm. Kingsford, C.E., LL.D. ..	"Frederick Haldimand."
Archibald Lampman, B.A.	"Literary Style."
Napoleon Champagne	"India and her Masters."
Benj. Sulte, F.R.S	"Youth of Napoleon."
J. D. Grace	"Public Opinion."
John W. Hughes.....	"American History."
Wm. Finley.....	"Death of Wolfe."
James Buckley.....	"Criticism."
	"Labor Question." 3 lectures.
	"Rights of Employes."
	"Rights of Employers."

The public, particularly mechanics and Knights of Labor, were invited through the local press to these lectures, which were largely attended. From a literary standpoint this year's course was the most successful and popular ever given under the auspices of our Society. Besides these lectures a special course was given in our hall under the auspices of the "Albertus Society," on science, philosophy and history, which was also well attended by our members. The Rev. Dr. Fillatre, D.D., Ph.D., Professor of Philosophy, etc., Ottawa University, delivered this special course. Our members also took part in a number of debates, and a marked improvement is noticeable in their style of public speaking.

TREASURER'S STATEMENT.

Receipts.

Balance on hand	\$ 50 46
Members' and pupils' fees	92 00
Government Grant	248 00
Lectures and entertainments	35 00
Other sources, including annual pic-nic	258 50
	<hr/>
	\$683 96

Expenditure.

Rent, lighting and heating	\$369 70
Salaries	96 00
Magazines, newspapers, etc.	32 42
Evening Classes	80 00
Miscellaneous	63 27
Balance.....	42 57
	<hr/>
	\$683 96

Stock and Assets.

Property	\$3,000 00
Furniture, etc.....	500 00
	<hr/>
	\$3,500 00

Liabilities.

None.

DANIEL DUNN,

President.

Ottawa, May, 1891.

EXTRACT FROM REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 30TH OF APRIL, 1891.

The session of 1890-91 has been on the whole a successful one, whether we consider the work done, or the interest manifested by the members and the public in the meetings of the Association.

Membership.

No less than forty new members have been elected during the year, (the largest number elected in any one session during the past history of the society), the active members now numbering about one hundred and fifty. The anticipations cherished by us in entering upon our new premises have been fully realized.

Lectures.

During the year seven general meetings have been held, at which the following papers have been read and discussed, viz :

"The Early History of Hamilton and its Neighborhood," by the President, B. E. Charlton.

"The Surface Geology of the County Lincoln and Neighboring Counties," by D. F. H. Wilkins, B.A.

"Egypt, with some account of the Book of the Dead," illustrated by the British Museum *fac-simile* of the papyrus of Ani, by H. B. Witton.

"Connecting Links," by H. B. Small.

"Flutes of the Time of Moses," by J. E. P. Aldous, B.A.

"Electricity as a Source of Light and Heat," by J. T. Crawford, B.A.; and

"Botanical Jottings," by A. Alexander, F.S. Sc., London.

In addition to the lectures, monthly meetings have been held by the sections representing Biology, Geology, and Philology. A new section dealing with the Physical Sciences will, it is hoped, be in active operation during the ensuing session.

Biological Section.

The Botanical Department has added a considerable number of specimens to the Herbarium of the Local Flora of Hamilton, which is being collected for the museum of the Association. A new feature in this work has been the comparison of specimens of Canadian wild plants with the British representatives of introduced and naturalized plants. The section has been enabled to do this through the kindness of Mr. Hussey, of Salisbury, Wiltshire, England, and Master W. Rendell, of Whitchurch, Dorset, who have sent several hundred specimens of British native plants for comparison with those now counted as belonging to the Canadian Flora and included in Macoun's catalogue of Canadian plants. As the section has just entered upon this enquiry we are not able in this report to give any results.

Many valuable and interesting notes on Natural History have been brought before the section by Mr. William Yates, of Hatchley, a corresponding member of the Association.

"The Anatomy of Birds," by J. B. Turner, B.A., and "The Comparative Forms of Animal and Vegetable Life," by Mr. A. E. Walker, have also engaged the attention of the section.

In Conchology good work has been done, led by Mr. George M. Leslie, an enthusiastic student of this branch of the section's work.

The following species have been added to the Hamilton list:—*Zonites Intertextes*, Binney; *Zonites Multidentatus*, Binney; *Zonites Ferrus*, Morse; *Zonites Binneyannus* Morse; *Helix Pulchella* var. *Costata*; *Limnæa Columella* (?); *Limnæa Reflexa*, Say.

Two specimens of a *Limnæa* taken by Mr. Hanham are likely to prove new.

The taking of *Helix Pulchella* var. *costata* is of much importance, as this is its first appearance in Canada.

Besides the finding of these new species much other work has been done. Our *Limaxes* have been identified as:—

Limax Agrestris, Linn.

Limax Campestris, Binney.

Tebennophorus Caroliniensis, Bose.

Specimens of a *Zonites* taken last year have been identified as *Zonites suppressus* (Say).

The number of land and freshwater shells now taken and identified by this section in the vicinity of Hamilton amounts to ninety-eight distinct species, consisting of forty-six species of Terrestrial, and fifty-three species of Freshwater Mollusca.

Geological Section.

The following subjects have been brought before the section and discussed, viz :

"Fossil Stromatoporidae."

"Cœlenterata and notes on Burlington Heights."

"Asteroides, Living and Fossil."

"An Indian Ossuary at Burlington Beach."

"Marine Annelids, Errantia and Tubicola."

"Irish Celts and their Relics."

Many valuable additions have been made to the geological portion of our museum, chiefly through the exertions of Colonel Grant, chairman of the section.

Philological Section.

The papers read before the section have been as follows :—

“The Life Work of F. Bopp,” by H. P. Bonny.

“The Home of the Early Aryans,” by Chas. Robertson, M.A.

“An Introduction to the Study of Grimm’s Law,” by A. W. Stratton, B.A.

“The Origin of Languages ; presenting the claims of Hebrew,” by Dr. H. Birkenthal.

“The Development of the French Language, and an Examination of the Circumstances under which it arose,” by W. H. Schofield, B.A.

“Anglicism in Lower Canadian French,” by H. P. Bonny.

The section has been above all things instructive. Each paper has been followed by a full discussion of matters of interest suggested by it.

The outlook for the coming session is very cheering, so much so that it is proposed to begin about two months sooner than usual and to have two general meetings each month instead of one.

TREASURER’S STATEMENT.

Receipts.

Balance from 1890	\$276 74
Government grant.....	400 00
Members’ subscriptions	160 00
	———— \$836 74

Expenditure.

Rent and lighting	\$177 55
Printing proceedings and notices	174 30
Stationery and postage	42 30
Insurance	11 88
Commission on collecting, and caretaker.....	24 80
Moving the museum furniture and specimens, and incidentals	62 85
	———— \$493 68
Balance	\$343 06

A. ALEXANDER,
Secretary.

Hamilton, May, 1891.

APPENDIX L.—UNIVERSITY OF TORONTO; UNIVERSITY COLLEGE;
SCHOOL OF PRACTICAL SCIENCE; UPPER CANADA COLLEGE, 1890-91.

I.—ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, 1890-1.

To His Honor, the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

MAY IT PLEASE YOUR HONOR :

The Chancellor, Vice-Chancellor and Members of the Senate of the University of Toronto, have the honor to present their report upon the condition and progress of the University for the year 1890-1.

The following tabulated statement of the admission to Degrees and *ad eundem statum*, and of the numbers who matriculated in the different Faculties from June, 1890, to June, 1891, is submitted :

Law—

Matriculation	12
Degree of LL.B.	14

Medicine—

Matriculation	42
<i>Ad eundem statum</i> from the College of Physicians and Surgeons.	19
<i>Ad eundem statum</i> from other Universities	4
Degree of M.B.	53
Degree of M.D.	2

Arts—

Matriculation	291
<i>Ad eundem statum</i>	13
Degree of B.A.	111
Degree of M.A.	10

Agriculture—

Degree of B.S.A.	10
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Dentistry—

Matriculation	1
<i>Ad eundem statum</i> from College of Dental Surgeons	23
Degree of D.D.S.	19

During the year, one thousand five hundred and forty-eight candidates were examined in the different Faculties, as follows :—

Faculty of Law	17
Faculty of Medicine	292
Faculty of Arts	1,202
Department of Agriculture	11
Department of Dentistry	26

Total 1,548

W. MULOCK,
Vice-Chancellor.

UNIVERSITY OF TORONTO, Dec. 1891.

2—ANNUAL REPORT OF THE COUNCILS OF THE UNIVERSITY OF TORONTO AND UNIVERSITY COLLEGE FOR 1890-1.

To His Honor The Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto and University College :—

MAY IT PLEASE YOUR HONOR :

The President and the Councils of the University of Toronto and University College beg leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the past academic year.

In the last statement submitted to your Honor they were gratified in being able to report to you the inauguration of a new building specially devoted to the Department of Biology and the allied branches of Science, and they then further specified the work in progress for its extension and completion. The plans then in process of execution have since been mainly carried out, and while full accommodation for all requisite instruction in subjects embraced in the Arts studies in Biology, Physiology and Botany has thus been secured, arrangements have been entered into with the Medical Faculty whereby it is admitted to the use of certain portions of the building for special work pertaining to instruction in the same branches of science for the medical faculty, on the payment of an annual rent of \$1,200, computed as the interest on the capital sum expended on the erection of such portions of the extended building as are set apart for its use.

The new additions to the aforesaid building include accommodation for the Biological Museum, and the President and Councils are gratified in being able to report the receipt of numerous valuable gifts to replace the losses in this department due to the disastrous fire of February 14, 1890. When the Museum is furnished with the needful fittings and its contents rendered available for students and for the public, it will be found to be enriched with contributions from Universities and other scientific bodies of London, Paris, Washington, Cambridge, Mass., Ann Arbor, Mich., and Montreal, as well as by valuable gifts from numerous private donors, including Sir William Dawson, Dr. Garnier, Dr. McLellan, Colonel Grant, Mrs. Neville, William Christie, Esq., and others. When the furnishings of the Museum have been completed, and all the lecture-rooms, laboratories, and other appliances embraced in the proposed extension and furnishing of the Biological and other buildings are ready for use, many important and much needed means for instruction and scientific research will for the first time be available to Canadian students.

It was the painful duty of the President and Councils last year to report to your Honor the destruction of the main University building by fire. No time was lost in taking all needful steps for its restoration. The liberal response of the Provincial Legislature, of the Legislature of Quebec, and of many generous private donors, supplemented by an inadequate amount of insurance secured on the buildings, have enabled the University authorities so effectually to press on the work of restoration, that the Faculties of Arts and Law resume the work of a new year in the restored building, and they have the assurance of the architect and contractors that the whole will be handed over to them complete on the return of the students after the Christmas holidays in Easter term.

In the plans prepared and approved of for the restoration of the building, the opportunity of remodelling and rearranging the whole, with a view to its adaptation to the growing wants, and the great expansion in various departments of study, has been turned to the fullest account. The inadequacy of the old Convocation Hall for convocations and other public meetings of a University now numbering 2,400 graduates, had long been a subject of complaint. Its destruction placed the site at the disposal of the architect for providing indispensable accommodation for classes, alike increased their requirements by the necessity for sub-division of the work, and in the number of students that had to be provided for. The same results have followed, though in a less degree, from the removal of the Museum of Natural History to the Biological building, and the transfer of the

library to temporary quarters till the completion of a detached and fire-proof library building now in process of erection on the east side of the College lawn.

By the appropriation of this recovered space, and the numerous modifications and additions which the experience of thirty-five years suggested, the gains in the remodelling of the building have been manifold. Greatly extended accommodation has been appropriated to the department of Physics, including lecture-rooms, electrical laboratory, workshop, and other appliances. The department of Psychology has been provided with a laboratory and work-room. The entire east wing has been rebuilt on a new plan, with the result that, instead of nine there are now fifteen lecture-rooms, at the disposal of the Faculty. In the old building there were only six private rooms for Professors and Lecturers; now they amount to twenty-four; and for the first time will enable the Professors and Lecturers to adequately supplement the instructions of the class-room by informal tutorial relations with individual students. The transfer of the museum to the new Biological building places a large lecture-hall at the disposal of the Faculty, which it is proposed to turn to account for courses of public lectures, and also to make it available, along with the old library, to supply much-needed examination halls. The large reading-rooms formerly attached to the library have been set apart for a study and reading-room for the lady students, and with other additions co-education will now be freed from impediments that greatly militated against its success. Among other provisions for which space has also been found available in the new wing are a students' reading-room and club-room. Improved ventilation, heating, and the introduction of the incandescent electric light throughout the building, are included among many improvements with which the Faculty will enter on the work of a new year, encouraged by long-coveted facilities now placed at their disposal.

In their report for 1889-90, the President and Councils set forth in some detail the liberal aid, both in money and in books, contributed from various sources to replace the loss of the University library, the want of which has constituted so serious an impediment to the work both of Professors and students. The contributions from the London "University of Toronto Library Restoration Committee," and from many of the Universities both of the old and of the new world, as well as from numerous private donors, have since been largely augmented. The present condition of the library may be thus stated: Of books saved from the fire there are little more than 800 volumes; 2,598 newly purchased works have already been entered in the accession book; and further additions, under order and in course of forwarding to the library, may be stated at about 5,000 volumes. The committee organized, under the presidency of the Marquess of Lorne, for securing contributions towards the restoration of the library, with Mr. A. Staveley Hill, M.P., as Treasurer, and Sir George Baden Powell, M.P., as Secretary, has now closed its labors; and the gifts due to their indefatigable exertions on behalf of the University, and to the liberality of other generous donors, number in all 29,604 volumes. The funds available through the liberality of the Faculty graduates and friends of the University are now being expended, and the purchases made by the library committee under the advice of the Faculty have been mainly directed to meet the practical requirements of the departments, and restore to the library, as far as means permit, its special function as a factor in the educational work of the University. There is thus already at its disposal fully 38,000 volumes, to be increased, it may be confidently anticipated, before the opening of our new library in October next, to not less than 40,000 volumes, including scientific serials from the library of the great chemist, the Hon. Henry Cavendish, choice folios of early date from that of the historian of "The Decline and Fall of the Roman Empire," and other works which derive a special and unique value from their gifted donors.

The plans for the new library building have been carefully prepared by the architect, in co-operation with a committee specially entrusted with the work, and after personal inspection by the architect of some of the more recently erected libraries in the United States. The new structure is now in progress on the site selected for it midway between the buildings appropriated to literary and scientific instruction, and will form an attractive addition to the group of buildings surrounding the College lawn. The plans

aim at the construction of a detached, and, as far as possible, a fire-proof building, embodying the fruits of the most recent experience both in the old and in the new world. The book-room, adapted for the secure accommodation of the entire collection within narrow limits, has been planned on a scale to admit of the reception of 120,000 volumes, with provision for future extension. To this a set of studies will be attached appropriated to the leading departments of science, letters and philosophy. It is further proposed that the entire building shall be illuminated with the electric light, and so furnish an attractive resort where the student may pass his evenings with no less pleasure than profit. With the improvements thus aimed at, it is confidently anticipated that the new library will prove an invaluable adjunct to the whole scheme of higher education, as a common centre of intellectual life, and a bond of closer union among the federating Colleges of the Provincial University.

Thus far steps have been taken for supplying immediate and pressing wants of the University. But even these can only be carried out by the temporary appropriation of funds properly applicable to the purchase of books, and by drawing on capital in the hope of being able to replace it by the sale of lands, and by the surplus funds which it is hoped may accrue in future years, and so prove available for this purpose. Meanwhile adequate accommodation is required both for the Department of Chemistry and for that of Geology. A gymnasium is urgently needed as an indispensable requisite for maintaining the health and physical development of the students; and at each new Convocation, or other public University meeting, the need of an adequate Convocation Hall, forces itself with increasing urgency on the attention of all who take any interest in the proper and becoming conduct of University affairs.

Several additions have been made to the teaching staff, pursuant to a report made to the University Senate in April last, and the new lecturers and tutors enter on active duty with the commencement of another academic year. They include in the departments of the Arts Faculty : W. S. Milner, B.A., Lecturer in the Latin Language and Literature; G. H. Needler, B.A., Ph. D., Lecturer in German; J. H. Cameron, B.A., Lecturer in French; W. S. McLay, B.A., Fellow in Italian and Spanish; D. W. McGee, B.A., Fellow in Oriental Languages; J. F. Howard, B.A., Second Fellow in the Department of Mathematics, and W. Lash Miller, B.A., Ph. D.; Demonstrator in Chemistry.

In addition to the new members of the Faculty of Arts, as specified above, Professor James Gibson Hume has now returned from pursuing his post-graduate studies at Freiburg, and enters on his duties as Professor in the Departments of Ethics and History of Philosophy, in conjunction with his colleague, Professor James Mark Baldwin, the Professor of Psychology, Logic, and Metaphysics.

In the Faculty of Medicine the following Professors, Lecturers, and Demonstrators will also enter on their duties in Michaelmas Term:—A. B. Macallum, A.B., M.B., Ph.D., has been appointed Professor of Physiology; John Caven, B.A., M.D., Professor of Pathology; and James M. McCallum, B.A., M.D., Professor of Pharmacology and Therapeutics. W. P. Caven, M.B., will enter on his duties as Demonstrator in Clinical Medicine; and T. S. Cullen, M.B., J. T. Fotheringham, B.A., M.B., W. Harley Smith, B.A., M.B., F. N. G. Starr, M.B., and W. B. Thistle, M.D., as Assistant Demonstrators in Anatomy. G. A. Peters, M.B., F.R.C.S., has been appointed Associate Professor of the Principles of Surgery and Clinical Surgery, and Lecturer on Surgical Mechanics; A. McPhedran, M.B., Associate Professor of Clinical Medicine; and G. R. McDonagh, M.D., Lecturer in Laryngology and Rhinology. Mr. A. C. McKay, B.A., will, as Lecturer in Physics, undertake the special work embraced in the requirements for the degree in Medicine, in addition to the duties devolving on him as an instructor in the Faculty of Arts.

The following is a list of the several faculties, embracing all Professors, Lecturers, Demonstrators and Fellows, in the Faculties of Arts, Law and Medicine, including those who enter on their duties in Michaelmas Term, 1891 :—

President :

SIR DANIEL WILSON, LL.D., F.R.S.E.

FACULTY OF ARTS.

Professors, etc. :

Physics :—

Professor :—James Loudon, M.A.

Demonstrator :—W. J. Loudon, B.A.

Fellow :—C. A. Chant, B.A.

Mathematics :—

Professor :—Alfred Baker, M.A.

Fellows :—R. Henderson, B.A., and J. F. Howard, B.A.

Mineralogy and Geology :—

Professor :—Edward J. Chapman, Ph.D., LL.D.

Fellow :—W. G. Miller, B.A.

Biology :—

Professor :—R. Ramsay Wright, M.A., B.Sc.

Fellow :—E. C. Jeffrey, B.A.

Physiology :—

Lecturer :—A. B. Macallum, B.A., M.B., Ph.D.

Chemistry :—

Professor :—W. H. Pike, M.A., Ph.D.

Demonstrator :—W. Lash Miller, B.A., Ph.D.

Fellow :—John Munro, B.A.

Philosophy :—

Professor of Psychology, Logic and Metaphysics :—J. Mark Baldwin, M.A., Ph.D.

Professor of History of Philosophy :—J. Gibson Hume, B.A., Ph.D.

Fellow :—F. Tracy, B.A.

History and Ethnology :—

Professor :—Sir Daniel Wilson, LL.D., F.R.S.E.

Political Economy and Constitutional History :—

Professor :—W. J. Ashley, M.A.

Fellow :—J. M. McEvoy, B.A.

Comparative Philology :—

Professor :—Maurice Hutton, M.A.

Italian and Spanish :—

Lecturer :—W. H. Fraser, B.A.

Fellow :—W. S. McLay, B.A.

(In University College.)

Greek :—

Professor :—Maurice Hutton, M.A.

Lecturer :—H. Rushton Fairclough, M.A.

Latin :—

Lecturer :—W. Dale, M.A.

Lecturer :—W. S. Milner, B.A.

Fellow :—R. J. Bonner, B.A.

Ancient History, Greek :—

Lecturer :—H. Rushton Fairclough, M.A.

Ancient History, Latin :—

Lecturer :—W. Dale, M.A.

Oriental Literature :—

Professor :—J. F. McCurdy, Ph.D.

Fellow :—D. W. McGee, B.A.

English Language and Literature :—

Professor :—W. J. Alexander, B.A., Ph.D.

Lecturer :—D. R. Keys, M.A.

French :—

Lecturer :—J. Squair, B.A.

Lecturer :—J. H. Cameron, B.A.

Fellow :—W. C. P. Bremner, B.A.

German :—

Lecturer :—W. H. Vander Smissen, M.A.

Lecturer :—G. H. Needler, B.A., Ph.D.

Fellow :—A. M. Stewart, B.A.

Ethics :—

Professor :—J. Gibson Hume, B.A., Ph.D.

Fellow :—F. Tracy, B.A.

FACULTY OF MEDICINE.

Professors, etc.

Surgery :—

Professor of Practical Surgery :—W. T. Aikins, M.D. LL.D., Dean of the Faculty.

Professor of Clinical Surgery :—L. McFarlane, M.D.

Professor of Principles of Surgery :—T. H. Cameron, M.B.

Associate Professor of Principles of Surgery and Clinical Surgery and Lecturer on Surgical Mechanics :—G. A. Peters, M.B., F.R.C.S.

Medicine :—

Professor of Principles and Practice of Medicine :—H. H. Wright, M.D., L.C.P. and S., U. C.

Professor of Clinical Medicine and Dermatology, —J. E. Graham, M.D., L.R.C.P.

Associate Professor of Clinical Medicine :—A. McPhedran, M.B.

Demonstrator of Clinical Medicine :—W. P. Caven, M.B., L.R.C.P.

Anatomy :—

Professor of General and Surgical Anatomy.—J. H. Richardson, M.D., M.R.C.S.

Professor of Primary Anatomy :—M. H. Aikins, B.A., M.D., M.R.C.S.

Lecturer on Topographical Anatomy and Assistant Demonstrator of Anatomy :—A Primrose, M.B., M.R.C.S.

Demonstrator of Anatomy :—John Ferguson, M.A., M.D., L.F.P.S., L.R.C.P.

Assistant Demonstrators of Anatomy :—

H. Wilberforce Aikins, B.A., M.B., M.R.C.S.

G. A. Fééré, M.B., L.R.C.P., M.R.C.S.

T. S. Cullen, M.B.

J. T. Fotheringham, B.A., M.B.

W. Harley Smith, B.A., M.B.

F. N. G. Starr, M.B.

W. B. Thistle, M.D.

Gynæcology :—

Professor :—Uzziel Ogden, M.D.

Medical Jurisprudence :—

Professor :—W. W. Ogden, M.D.

Sanitary Science :—

Professor :—W. Oldright, M.A., M. D.

Ophthalmology and Otology :—

Professor :—R. A. Reeve, B.A., M.D.

Clinical Lecturer :—G. H. Burnham, M.D., F.R.C.S., M.R.C.S.

Obstetrics :—

Professor :—A. H. Wright, B.A., M.D., M.R.C.S., Secretary of the Faculty.

General Biology and Physiology :—

Professor :—R. Ramsay Wright, M.A., B.Sc.

Professor of Physiology :—A. B. Macallum, B.A., M.B., Ph.D.

Demonstrator of Practical Biology :—T. McKenzie, B.A., M.B.

Chemistry :—

Professor :—William H. Pike, M.A., Ph.D.

Professor of Applied Chemistry :—William H. Ellis, M.A., M.B.

Physics :—

Professor :—James Loudon, M.A.

Demonstrator of Practical Physics :—W. J. Loudon, B.A.

Lecturer :—A. C. McKay, B.A.

Medical Psychology :—

Professor :—Daniel Clark, M.D.

Laryngology and Rhinology :—

Lecturer :—George R. McDonagh, M.D., L.R.C.P.

Pharmacology and Therapeutics :—

Emeritus Professor :—James Thorburn, M.D.

Professor :—James M. McCallum, B.A., M.D.

Demonstrator of Materia Medica and Pharmacy :—O. R. Avison, M.D.

Pathology :—

Professor :—John Caven, B.A., M.D., L.R.C.P.

FACULTY OF LAW.

Professors, etc.

Political Economy and Constitutional History :—

Professor :—W. J. Ashley, M.A.

Roman Law, General Jurisprudence and History of English Law :—

Professor :—The Honorable William Proudfoot.

Constitutional and International Law :—

Professor :—The Honorable David Mills, LL.B., Q.C.

Wrongs and their Remedies :—

Honorary Lecturer :—The Hon Mr. Justice McMahon.

Constitutional Law :—

Honorary Lecturer :—The Hon. Edward Blake, M.A., LL.D., Q.C.

Ethics of Law :—

Honorary Lecturer :—The Hon. S. H. Blake, B.A., Q.C.

Civil Rights :—

Honorary Lecturer :—D'Alton McCarthy, Q.C.

Municipal Institutions :—

Honorary Lecturer :—W. R. Meredith, LL.D., Q.C.

Criminal Jurisprudence :—

Honorary Lecturer :—Britton Bath Osler, LL.B., Q.C.

Commercial and Maritime Law :—

Honorary Lecturer :—Z. A. Lash, Q.C.

Equity Jurisprudence :—

Honorary Lecturer :—Charles Moss, Q.C.

Comparative Jurisprudence of Ontario and Quebec :—

Honorary Lecturer :—J. J. Maclaren, LL.D., Q.C.

The President and Councils have the gratification of reporting the founding of a scholarship of the annual value of \$300, to be called the "George Brown Memorial Scholarship in Medical Science," the liberal gift of Dr. A. H. F. Barbour, for the special encouragement of research in Medical Science. They have also to record the welcome provision now maturing under arrangements secured by the generous gift of the Chancellor, the Honorable Edward Blake, whereby a capital sum of \$20,000, which it is proposed to supplement by the additional privilege of free tuition, in accordance with a statute of the Senate to that effect, will be devoted to the establishment of matriculation scholarships in the Faculty of Arts.

The work of restoration of the main University building is now so far advanced as to admit of the re-assembling of the students there, and the immediate occupation of the larger number of the new class-rooms. The President and Faculty have accordingly had the gratification, within little more than eighteen months after the University had been reduced by fire to a blackened ruin, to hold the annual convocation of Michaelmas Term, on the 5th day of October of the current year, in the Hall of the restored building. At the previous convocation in October 1890, the number of new students in the Faculty of Arts amounted to 181, and in the Faculty of Medicine to 83. The entire number of students in attendance during the past academic year was 700 in Arts, including 128 students of the School of Practical Science availing themselves of the instruction given by Professors and Lecturers of the University. Of 572 students in actual attendance on lectures, exclusive of the 128 students of the School of Practical Science availing themselves of the same, 497 were undergraduates, pursuing full courses of study in accordance with the prescribed requirements of the University and with a view to their proceeding to a degree in Arts. The total number of undergraduates in the Faculty of Medicine, pursuing the prescribed courses with a view to graduating in that Faculty, amounted to 285.

In conclusion, the President and Councils deem it of special importance to invite the attention of your Honor, and that of the Provincial Executive and the Legislature, to the fact prominently set forth in the recent report of the Standing Committee of the Senate on Finance, that, whatever the ultimate experiences of the University may be, they have to anticipate for some years considerable difficulty in meeting some of the most pressing wants of the University. They have the assurance that there are no reasonable grounds for anticipating an increase in the revenues of the University when the unsold lands in the Park estate have been leased or sold, and whatever reversion may ultimately accrue from the Upper Canada College block has been realized. But meanwhile the authorities of the University will undoubtedly have to contend for some considerable time with difficulties arising from an inadequate income; and even when all available means are realized, it is important that the Legislature should bear in remembrance that the entire endowments of this, the State University of the wealthy Province of Ontario, will fall far short of those of the leading Universities of the neighboring States, with which it is expected to compete successfully in all the departments of higher education.

DANIEL WILSON,

President.

3.—ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1891.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education,

SIR.—I have the honor to submit the report of the School of Practical Science, for the year 1891.

The calendar year not being coterminous with the academic year, this report will cover the second term of the academic year 1890-91, and the first term of the academic year 1891-92.

1. Instruction is given in this building to the following classes of students :—

- (a) Students of the School of Practical Science.
 - Regular students in the Department of Civil Engineering.
 - Regular students in the Department of Mechanical and Electrical Engineering.
 - Regular students in the Department of Architecture.
 - Regular students in the Department of Analytical and Applied Chemistry.
 - Special students in the above Departments.
- (b) Students of the University of Toronto.
 - Students in Arts.
 - Students in Medicine.

2. The following is a classified summary of the attendance during the year 1891 (*i.e.*, the second term of the academic year 1890-91 and the first term of 1891-92):—

Regular Students.

	2nd Term, 1890-1.	1st Term, 1891-2.
Department of Civil Engineering.....	64	72
do . Mechanical Engineering	16	34
do Architecture	7	9
do Analytical and Applied Chemistry..	2	3

Special Students.

In all Departments.....	2	8
Totals.....	91	126

The attendance of students of all classes at the lectures of the University professors in the subjects of chemistry and mineralogy and geology was as follows:—

(Instruction in these subjects is wholly given in the School of Science.)

Chemistry—	2nd Term, 1890-1.	1st Term, 1891-2.
University students in Arts	118	129
do Medicine	163	156
Regular and special students in School of Science.....	22	34
Mineralogy and Geology—		
University students in Arts.....	146	
Regular and special students in School of Science.....	31	43

The Art students receive their instruction only from University professors and assistants.

In the instruction of the Medical students, however, the services of the Professor of Applied Chemistry in the school, who is also a professor in the University Medical Faculty, and of the Fellow in Applied Chemistry, who is not a member of the University Faculty, have been utilized.

With these exceptions the services of the staff of the School are confined to the regular and special students of the School.

The School was affiliated to the University of Toronto by statute of the Senate in 1889.

The regular students of the School are required to take the University lectures in Chemistry and Mathematics, and the University lectures and laboratory work in Physics.

The attendance of the School of Science students in the Departments of Mathematics and Physics in the University was as follows :—

	<i>2nd Term, 1890-1.</i>	<i>1st Term, 1891-2.</i>
Mathematics and Physics.....	75	115

3. The fees for the regular and special students in the School of Practical Science during the academic year 1890-91 amounted to \$3,190.50, being an increase of \$690.50 on the fees of the previous year. These fees were paid to the Provincial Treasurer.

4. The following are the members of the faculty of the school :—

J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering, Principal and Chairman of Council.

W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.

L. B. Stewart, P.L.S., D.T.S., Lecturer in Surveying; (Secretary).

C. H. C. Wright, Grad. S.P.S., Lecturer in Architecture.

T. R. Rosebrugh, B.A., Grad. S.P.S., Lecturer in Electrical Engineering.

C. J. Marani, Grad. S.P.S., Lecturer in Sanitary Engineering.

A. P. Coleman, M.A., Ph. D., Professor of Assaying and Metallurgy.

Assistant Instructors—

J. A. Duff, B.A., Grad. S.P.S., Fellow in Engineering.

W. Ross, B.A., Fellow in Applied Chemistry.

The following appointments have been made since the last annual report :—

Mr. T. R. Rosebrugh, formerly Demonstrator in the Engineering Laboratory, Lecturer in Electrical Engineering; Mr. C. J. Marani, Lecturer in Sanitary Engineering; Dr. Coleman, Professor of Assaying and Metallurgy, and Mr. Duff, Fellow in Engineering. Mr. Ross has been re-appointed to the fellowship in Applied Chemistry for the present academic year.

The following are the members of the faculty of the University of Toronto whose classes are attended by the regular students of the school :—

E. J. Chapman, Ph. D., LL.D., Professor of Mineralogy and Geology.

James Loudon, M.A., Professor of Physics.

W. H. Pike, M.A., Ph. D., Professor of Chemistry.

Alfred Baker, M.A., Professor of Mathematics.

W. J. Loudon, B.A., Demonstrator in Physics.

R. Henderson, B.A., }
J. F. Howard, B.A., } Fellows in Mathematics.

C. A. Chant, B.A., Fellow in Physics.

W. G. Miller, B.A., Fellow in Mineralogy and Geology.

5. The number of regular students who presented themselves for examination at the annual examinations of the academic year 1890-91, was as follows:—

Civil Engineering—

First year,	35	examined	20	passed.
Second year,	18	"	13	"
Third year,	13	"	12	"

Mechanical Engineering—

First year,	12	examined	8	passed.
Second year,	3	"	3	"
Third year,	1	"	1	"

Architecture—

First year,	6	examined	3	passed.
Second year,	1	"	1	"

Analytical and Applied Chemistry—

Second year,	1	examined	1	passed.
Third year,	1	"	1	"

The number of graduates up to the present time is as follows:—

Civil Engineering—

1881	1
1882	3
1883	3
1884	5
1885	5
1886	5
1887	6
1888	16
1889	11
1890	12
1891	12

Mechanical Engineering—

1890	1
1891	1

Analytical and Applied Chemistry—

1890	1
1891	1

Total number of graduates 83

The graduates of the school who have proceeded to the degree of C. E. in the University of Toronto, are the following :

	Diploma of School.	Degree of C. E.
J. L. Morris	1881	1885
J. H. Kennedy	1882	1886
J. W. Tyrrell	1883	1889

The Engineering Laboratory.

In view of the completion at an early date of the general equipment of the Engineering Laboratory, it may not be out of place to give in the present report an outline of the objects intended to be served by this laboratory.

Technical education may be classified into two broad divisions, manual training and theoretical training. In a school for manual training the teachers should be expert tradesmen, chosen with special reference to their power of imparting instruction. The exercises in the uses of the various tools and materials should be arranged in such a manner as to give the student a grasp of the principles underlying the process of manufacture, and the uses of the necessary tools and appliances. The material equipment of such a school will consist to a great extent of the tools, machines and apparatus used in manufacturing establishments. In addition, it is usual and advantageous in such schools to give a certain amount of theoretical or scientific instruction: as, however, the main work is the training of the hand, the scientific training must to a great extent be of an elementary character.

The second division of technical education is theoretical or scientific training. In a school undertaking this work it is essential that the teachers should be scientific men, thoroughly versed in the theories relating to their several departments. They should also be acquainted with all the processes to which materials are subjected in modern manufacturing and construction; not for the purpose, mainly, of teaching such processes to their students, but in order to teach the applications of theory to these processes. The material equipment of such a school should be machinery, appliances, and apparatus specially designed for investigating the scientific principles underlying ordinary manufacturing and constructional processes. It will thus be evident that to a very large extent such an equipment will differ materially from manufacturing plant. Even where it is apparently of the same kind, yet it may be used for an entirely different purpose. Thus a steam engine in a school of this kind will not be used for grinding corn, driving lathes and planers, etc., but for investigations in the economical use of steam, of the effects of changes of speed, cushioning, counterbalancing, jacketing, etc. There is practically no opportunity of studying such points as these when the machine is doing its ordinary work. Illustrations of this kind might be multiplied indefinitely. In order that such investigations may be of practical use it is necessary in most cases that the machine and apparatus should not be built on a small scale, but that the operations be conducted on what may be termed the manufacturing scale.

The objects intended to be fulfilled by this School of Practical Science belong to the second of the above mentioned divisions of technical education, and the equipment of the new engineering laboratory has been carried out on the principles just explained.

Exact measurement lies at the foundation of all quantitative investigation and the equipment of the laboratory may in all departments be shortly described as consisting of apparatus for producing certain desired effects and of appliances for measuring the data and the results in each case.

The students will thus have an opportunity of making practical investigations of the principles upon which manufacturing and constructional processes are founded.

The principal portions of the equipment are as follows:—

Steam plant,—a fifty horsepower automatic cut-off engine, steam jacketed, with alternate exhausts into the open air, jet condenser and surface condenser, steam pumps, injectors, etc. A fifty-two horsepower Babcock & Wilson boiler. A twelve horsepower Harrison Wharton boiler. A thirty horsepower trip power pump. Water measuring apparatus of various kinds, such as weirs, orifices and meters. Apparatus for measuring discharge of fire streams and testing water meters. Dynamometers and brakes. Electrical apparatus, dynamos, motors, storage and primary batteries, lamps, measuring apparatus. A 50-ton emery machine, made by Wm. Sellers & Co., for tension and compression. A 100-ton ruble machine for tension, compression, bending, and shearing test.

This machine will take posts twelve feet long and beams eighteen feet long. A twisting or torsion machine by the Linius Olsen Co., which will test shafts two inches in diameter and sixteen feet long. A journal and oil testing machine to test journals up to size of ordinary railway car journals, loaded up to 15,000 lbs. and running at speed up to 50 miles per hour with a thirty-three inch wheel. A cement testing laboratory fitted with a 2,000 lbs. ruble machine and the usual equipment of such a laboratory. Surveying instruments of all kinds and portable astronomic and geodetic instruments. A Rogers ten foot comparator, 100 and 66 feet standards of length, astronomical clock, chronograph, etc. Barometers, thermometers, indicators, calorimeter, gauges, balances and standards of various kinds.

As an accessory for the proper carrying out of the work of the laboratory a machine shop has been fitted out with a sufficient number of appliances to enable the work of preparing specimens for testing to be done, and such repairs and alterations as may be deemed necessary from time to time. The equipment of the shop consists of a planer, several lathes, a drill, emery wheel and grindstone, and the necessary hand tools for wood and metal, also some small machines for model making. There is also a forge in connection with the shop. The above machines together with the testing machines are driven by a gas engine.

While this shop is not intended for the instruction of students in the use of tools, yet incidentally there will be an opportunity for them to pick up a good deal of the same kind of practical information as may be gained in an ordinary shop. It is expected that the equipment will be completed in the month of January next.

Practical Astronomy, Surveying and Drawing.

No important changes have been made since last year in the courses of instruction included under this head. Several additions have been made, however, to the equipment of instruments, which will be of very material assistance in teaching. Four surveyors' compasses have been purchased from Mr. J. Foster, of Toronto, and a solar transit and a plane table from Messrs. W. & L. E. Gurley, of Troy, N.Y. The following instruments have been ordered but have not yet arrived: a 10-inch transit theodolite, or alt-azimuth instrument, a sextant, a planimeter, and a pentagraph, from Messrs. Troughton & Simms London, England, and a Lugeol micrometer from A. Hurlimann, Paris, France.

The laying out of the standard-of-length has proceeded as far as possible, pending the arrival of the instruments of precision to be used in its final measurement. These will comprise a Rogers' comparator, an instrument adapted for the comparison of standards of length and for making copies of the same with the utmost degree of precision, and two standard scales, one 102 inches, and the other 40 inches in length. The piers for the standard have been built and encased in boxes with movable lids secured by padlocks.

An astronomical clock, with an electro-chronograph attachment, has also been ordered for the general equipment of the School, and this will be of especial service in the instruction in practical astronomy. If the School were also provided with a portable transit instrument it would then be in a position to carry out any of the observations that are made in an astronomical observatory, and by the addition of a zenith telescope at some future date we should then be provided with all the instruments used in a modern, geodetic survey.

As the country grows older the necessity for men thoroughly trained in the higher branches of astronomy and geodesy will be felt, and if the School be provided with the instruments mentioned above it will be in a position to give this instruction in the most efficient manner. At similar institutions in the States a well equipped observatory is considered necessary for the purpose of instruction in astronomy, and in these observatories researches are carried on which are of service to pure science as a whole.

Department of Architecture.

In the Department of Architecture the instruction consists of lectures, drawing and laboratory work, which are designed to develop the æsthetic tastes of the students as well as to enable them to lay a good foundation for subsequent professional work.

The practical work, whether on the drawing board or in the laboratory, is largely explanatory of the lectures, and is intended not only to give a thorough scientific training, but to educate their minds to appreciate the beautiful in art.

During this year a permanent architectural exhibit has been established in the School by the Ontario Association of Architects, and though little has yet apparently been done owing to the fitting up of the new building, still the energetic committee and the Association are enough to warrant it a success. This will be very instructive both to staff and students, as it will bring before them in a very impressive manner the best work of the profession in Ontario.

The small sum given this department last year has added materially to the value of our library, which even yet is very inadequate when you consider an architectural library is as essential to the student of architecture as the tool in the hand of the apprentice. We have almost doubled our collection of photographs, which now represents fairly well the different architectural styles from the Egyptian, including the Classic, Byzantine, Romanesque, Gothic and Renaissance. We have also a few lantern slides. An electric stereopticon of the most approved pattern has been ordered to aid in illustrating the lectures. This will supply a great want in the School, as it will furnish sets of illustrations much superior to any drawings or photographs, in fact it may be looked upon as lying midway between the photograph and the actual cathedral with its delicate lines of the massive Egyptian temple. As it is impossible to purchase models suitable for lecture purposes this department is supplied with a set of tools and a small lathe which will enable the lecturer to prepare those best adapted to illustrate his lectures. At present there is no suitable accommodation, and it would be advisable to fit up for this purpose two small rooms in the fourth floor of the main building, which is at present unoccupied. It might be said that this fourth floor (attic) is not even available as a store-room. It would be a great benefit if a suite of rooms were also set apart on this floor for the purpose of manufacturing stereopticon slides, as without this it would not be possible to make the best use of the lantern.

It will be seen elsewhere in this report that the University of Toronto is using several rooms in this building, and among them the suite intended for this department. On the removal of the library to their new premises it will be necessary to fit up these according to the original plan. The necessity for this will be clearly seen when considering the great disadvantages sustained by this department through lack of the necessary accommodation.

Department of Mechanical and Electrical Engineering.

In this department the course of study in subjects of mechanical engineering remains as formerly. The course in electrical engineering has been enlarged as follows :—

Students are given an introductory course of lectures on electricity at the University in the first year of their course, which serves to give them an outline view of the ground to be covered. This course was formerly given in the second year. In the second term of their first year they begin a course of lectures and laboratory work in the school which covers the principles of continuous current electricity. In the second year the lectures are given at the school with laboratory work divided between the physical laboratory of the University and the engineering laboratory of the school ; this course covers the principles of measurement. In the third year the work includes a course of lectures given in the school on the principles underlying various useful applications of electricity, and application of these principles to the design of apparatus to fulfil desired conditions. For

the purpose of illustrating the theory of the subject, apparatus has been bought during the present term, and it is expected that this will be arranged so as to be available during the spring term.

This apparatus includes dynamos of a number of important types, several motors, arc lights of various kinds, incandescent lamps, a storage battery and primary batteries such as are used for telegraph work and experiment.

Standard measuring instruments have been provided as well as instruments of commercial types for ordinary use.

Experiments will be made on transmission of power by continuous and alternating currents, use of transformers, efficiency of dynamos and motors under various conditions, lighting systems, etc.

The need is felt of suitable rooms for experiment on the illuminating powers of arc and incandescent lamps ; and if rooms could be arranged on the fourth floor of the school, which is at present unoccupied, it would greatly increase the efficiency of this department,

Department of Sanitary Engineering.

The work in this department has been confined largely to the needs and requirements of the architectural students attending the school, such subjects as house drainage, house ventilation and heating, besides the heating and ventilating of public buildings being discussed in full. As it is intended to enlarge the usefulness of this department so as to meet the growing demands of the students in civil and hydraulic engineering, as well as in architecture, it will be necessary to provide an appropriation, in order that the necessary books and appliances may be procured. So far, the disadvantage of possessing no books or plant of any kind has been severely felt, and it would be impossible to attempt the work already anticipated for next year without a proper outfit.

It would therefore be necessary to provide works of authority on the different systems of sewage disposal regarded with favor throughout the world at the present time, also models of the latest mechanical attachments to plumbing, such as antisiphonic traps, etc., etc., and in addition, different lengths of glass, iron and lead tubing to be used in the lecture room and also for experimental purposes. School should have in addition several specimens of pipes and traps, samples of junctions, and specialties in salt glazed vitrified piping (of St. John's, Hamilton, Scotch and American brands), samples of drain tiles and sewer bricks, such as used in the best sewer construction of the present day, together with small models of flush tanks, precipitating tanks, tidal gates, etc. Models illustrating the principles of ventilating and heating, should also be secured.

The school is now equipped with a system of tanks well arranged, and of sufficient capacity to afford every opportunity for pursuing hydraulic experiments on a practical scale.

To take advantage of this, it would be necessary to provide the required nozzles, orifices, weirs, tubings, etc.

It is therefore respectively urged that this department be provided with an appropriation to be used in securing the necessary articles above mentioned.

Department of Analytical and Applied Chemistry,

At the beginning of the present year the new laboratory which has been fitted up in the rooms rendered vacant by the removal of the drafting rooms to the new wing was ready for occupation and has been in use during the year. It has proved in every way satisfactory and has greatly enhanced the efficiency of the department. Since this laboratory has been in use the engineers and medical students have received instruction in it,

and the old laboratory has been assigned to the exclusive use of those students who are pursuing chemistry as a special study, and, who therefore require to work continuously for many hours daily. The gain to them resulting from their not being disturbed by large classes of beginners being taught in the same room, is very great, and has been fully appreciated by the students themselves.

During the summer three balances, two small ones for students' ordinary use and one large one constructed to weigh two kilogrammes, have been made for the department by Mr. Sarlarius of Göttingen. A collection of apparatus for technical gas analysis and for the valuation of fuel has also been purchased, and a quantity of other much needed apparatus for general laboratory work.

It is hoped that the department will be able to complete its outfit in these directions shortly, and also to procure some special apparatus required for some other branches of technical analysis, such as the analysis of iron and steel.

Department of Assaying and Mining Geology.

The professor in this department received his appointment in the summer while at the Bergakademie, Freiberg, Saxony, and on his arrival at the opening of the session found no apparatus or collections available for the work of the department. Though much hampered on this account, courses of lectures have been delivered during the first term on Elementary Mineralogy and Geology for men of the second year, and on the Economic Minerals of Canada for men of the third year. In the meantime the most necessary equipment for practical work in Blowpipe Analysis and Assaying has been obtained, and work in these subjects will commence immediately.

An effort has been made to form a collection of minerals and rocks, especially those occurring in the Province of Ontario. Through the Minister of Education specimens of ores and other economic minerals have been obtained from the collection of Minerals of Ontario in the Queen Victoria Niagara Falls Park; and a collection of minerals and rocks has been promised by the Geological Survey, Ottawa. In addition to this, Dr. Ellis of the School of Science has kindly handed over to the department a small collection of minerals and metallurgical products, and the professor in charge has put to use his private collection of minerals and rocks. It is very desirable to obtain a good general collection of minerals, especially of economic minerals, from other parts of the world for purposes of comparison with those of Ontario.

To secure efficiency in the future the department requires additional apparatus for Blowpipe Analysis and Assaying; grinding apparatus and polarizing microscopes for work in Lithology; a set of specimens illustrating vein structure, etc., for use in Mining Geology; sets of ores and metallurgical products, as well as models of blast and roasting furnaces to illustrate the subject of Metallurgy; and models of ore dressing machinery, or if possible the machines themselves.

It is greatly to be desired that as soon as possible the department should be transferred from the dark and inconvenient basement rooms now occupied to more commodious and suitably lighted quarters in another story of the building.

General Remarks.

The following appliances and materials are absolutely necessary for carrying on the work of instruction in the respective departments:—

Department of Assaying and Mining Geology.

The assaying laboratory must be fitted up with furnaces. For instruction in Metallurgy, examples of furnace products, etc., models and diagrams of furnaces will be required, and also models of apparatus and diagrams illustrating the methods of ore-dressing. In Lithology and Structural Geology it will be necessary to have a supply of

specimens, some microscopes, section cutters, and Thoulet's solutions ; and in Mineralogy there will be required a working collection of minerals, goniometers, spectroscopes, blow-pipes, tables, etc. The department should also be supplied with a complete collection of the minerals of Ontario. Cases will be required for holding the various materials and apparatus.

Electrical and Architectural Departments.

For the use of these departments, photometric rooms for arc and incandescent lights, photographic rooms for preparing slides and lecture diagrams, and also a room for the construction of models, should be fitted up. A proposed plan for the fitting up of these rooms in the attic has been submitted to the Government Architect. A spectro-photometer will be required for experiments with arc and incandescent lights.

At present the University library occupies six rooms in the School of Science building. When the library is removed to the new premises next year these rooms will be vacant, and those in the new building will be set apart for the Architectural Department as drafting and lecture rooms, and the room in the tower will be fitted up as a private room for the lecturer in Architecture, thus necessitating a supply of cases for books, etc. The room at present occupied by the lecturer in Architecture will be placed at the disposal of the lecturer in Sanitary Engineering, whose present room will be taken by the Fellow in Engineering.

Attention is drawn to the establishment of a course of lectures in Sanitary Science this session, thus necessitating a small appropriation in order to supply the lecturer with the samples, books, models, etc., needful to illustrate his lectures.

J. GALBRAITH,
Principal.

SCHOOL OF PRACTICAL SCIENCE,
Toronto, Dec. 1891.

4.—ANNUAL REPORT OF UPPER CANADA COLLEGE FOR THE YEAR 1890-91.

To His Honor, the Honorable Sir Alexander Campbell, K.C.M.G., Lieut.- Governor of the Province of Ontario and Visitor of Upper Canada College, Toronto.

MAY IT PLEASE YOUR HONOR :—

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30, 1891 :—

ATTENDANCE.

The number of boys on the roll for the year ending June 30th, 1891, was 325 ; the average attendance was 273 or 84 per cent. of the enrolment. This very high percentage is not due to the attendance of boarders alone, as the day-boys were quite as regular in their attendance as the boys in residence.

SUBJECTS OF STUDY.

No. in English (Grammar, Literature and Composition).....	325
“ History (Canadian, English, Roman and Grecian).....	325
“ Geography (Ancient and Modern).....	325
“ Latin.....	274
“ Greek.....	70
“ French.....	301
“ German.....	80
“ Arithmetic.....	325
“ Algebra.....	325



THE NEW, UPPER CANADA COLLEGE.

No. in Euclid.....	182
“ Trigonometry.....	9
“ Chemistry.....	52
“ Physics.....	50
“ Physiology.....	50
“ Book-keeping.....	50
“ Commercial forms and penmanship.....	50
“ Military Drill.....	300
“ Gymnastics and Calisthenics.....	300
“ Music.....	168

Classes for Instrumental Music, Drawing, Elocution, Phonography, Fencing and Dancing (all after hours) are maintained by extra fees paid by the members of these classes.

BOYS LEAVING DURING THE YEAR.

Left to enter Banking Institutions.....	4
“ “ Railroading.....	3
“ “ Mercantile houses.....	19
“ “ Farming.....	7
“ “ Civil service.....	4
“ “ Machine shops.....	10
“ “ Other occupations.....	32
“ “ Toronto University.....	14
“ “ Trinity University.....	6
“ “ McGill University.....	2
“ “ Military College.....	3

THE STAFF.

The Principal and First English Master—George Dickson, M. A.
 First Classical Master—W. Webb, M.A.
 Second Classical Master and Superintendent of Boarding Houses—John Martland, M.A.
 First Mathematical Master—G. B. Sparling, M.A.
 Second Mathematical Master—D. Hull, B.A.
 French and German Master—A. H. Young, B.A.
 Science Master—A. Y. Scott, B.A., M.D.C.M.
 First Assistant Classical Master—W. S. Jackson, B.A.
 Second Assistant Modern Language Master—Jos. Blackstock, B.A.
 Third Junior Assistant Master—H. Brock, Esq.
 Fourth Assistant Master—S. B. Leacock, B.A.
 Fifth Assistant Master—H. E. Bowers, B.A.
 Sixth Assistant Master—G. B. McLean, B.A.
 Drawing Master—R. Holmes, Esq.
 Music Master—W. Elliott Haslam, Esq.
 Gymnastic and Drill Master—Sergeant Thos. Parr.
 Bursar—J. E. Berkeley Smith, Esq.
 Physician—James Thorburn, M.D.

GEORGE DICKSON,

Principal.

UPPER CANADA COLLEGE,
 Toronto, Dec., 1891.

I.—LIST OF HEAD MASTERS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES).

December, 1891.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
Aylmer.....C. I.	Rutherford, Walter W.....H.M. Logan, William M..... Stewart, Etta Murray..... Cole, James M..... Mabee, George E.....	1883 1886 1890 1891 1889	\$ c. 1400 00 1000 00 650 00 800 00 600 00	B.A., Toronto, Head Master's Certificate. B.A., " Assistant's " B.A., " " I.A., Professional Assistant's " "
Barrie.....C. I.	Spotton, Henry Byrme.....H.M. Hunter, James Macfie..... Hay, Andrew..... Milden, Alfred William..... Graham Emma.....	1868 1878 1882 1889 1891	1500 00 1000 00 900 00 800 00 600 00	M.A., Toronto. Head Master's Certificate. M.A., " Professional " I.A., Toronto, Assistant's " B.A., Toronto, Assistant's " Assistant's "
Brantford.....C. I.	Oliver, William.....H.M. Birchard, Isaac James..... Pasmore, Samuel F..... Bunnell, Effie..... Bald, May Belle..... Morrison, Alfred H..... Beattie, Henry.....	1882 1882 1885 1891 1886 1883 1889	1500 00 1200 00 1100 00 1,000 00 800 00 750 00 700 00	B.A., Toronto. Head Master's Certificate. M.A., Toronto, Head Master's Certificate. M.A., " " B.A., " Assistant's " M.A., " Head Master's " Assistant's " I.C., Professional "
Brockville.....C. I.	Burt, Arthur William.....H.M. Dickson, James Dickson..... Copland, James Stuart..... Ross, Ralph..... Giles, Edith Anna..... Burns, Hetty.....	1885 1890 1889 1891 1889 1891	1500 00 1000 00 1000 00 900 00 550 00 600 00	B.A., Toronto, Head Master's Certificate. B.A., " Assistant's " B.A., " " B.A., " " I.C., Professional Assistant's " "
Chatham.....C. I.	Paterson, David Smith.....H.M. Deeks, George Samuel..... Twohey, William James Joseph..... Knox, Andrew Alexander..... Cairns, James Frederic..... Smith, Thomas C..... Loftus, Edwin.....	1889 1885 1885 1889 1889 1891 1891	1500 00 1000 00 1000 00 1000 00 700 00 700 00 700 00	B.A., Toronto, Head Master's Certificate. B.A., Victoria, Assistant's " M.A., Toronto, Head Master's " B.A., " Assistant's " Assistant's " I.C., Professional " I.C., " "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			\$ c.	
Clinton	Turnbull, James	1868	1200 00	B.A., Toronto, Head Master's Certificate.
	Giffin, James Andrew	1889	900 00	B.A., " "
	Morrow, Archibald Elston	1890	800 00	B.A., " "
	Patterson, William J.	1891	850 00	Queen's, Assistant's
	Hume, Nettie Ashash	1890	500 00	I.C., Professional
Cobourg	Ellis, William Stewart	1889	1400 00	B.A., Victoria, Head Master's Certificate.
	Gill, James	1890	800 00	B.A., Toronto, Assistant's
	Mitchell, George Winter	1891	800 00	B.A., Queen's, " "
	Sykes, W. J.	1891	800 00	B.A., Toronto, Permit.
	Meyer, James Elmer	1891	600 00	I.A., Professional Certificate.
Oellingwood	Williams, William	1873	1400 00	B.A., Toronto.
	Cox, John L.	1878	1050 00	B.A., " Head Master's Certificate.
	Waugh, John	1891	950 00	B.A., " " "
	Hamilton, James Reed	1889	950 00	B.A., " " "
	Dippel, Moses G.	1890	600 00	I.C., Professional
Galt	Carscadden, Thomas	1884	1750 00	M.A., Toronto, Head Master's Certificate.
	Logan, Charles James	1883	1200 00	B.A., Trinity, Regulation 59.
	Wright, Arthur Walker	1885	1100 00	B.A., Toronto, Head Master's Certificate.
	Lochhead, William	1889	1100 00	B.A., " " "
	De Guerre, Ambrose.	1890	1100 00	B.A., " " "
	Bewell, Henry	1891	850 00	I.C., Professional
Guelph	Tyler, William	1875	1600 00	B.A., Toronto, Head Master's Certificate.
	Davison, James	1878	1000 00	B.A., Victoria, " "
	Campbell, John	1885	800 00	M.A., " Regulation 59.
	Hill, Ethelbert Lincoln	1889	950 00	B.A., Toronto, Head Master's Certificate.
	Charlesworth, John William	1888	600 00	I.C., Professional
	Hogarth, Jabez D.	1891	600 00	I.C., " " "
Hamilton	Robertson, Charles	1889	1600 00	M.A., Toronto, Head Master's Certificate.
	Thompson, Robert Allen	1886	1400 00	B.A., " " "
	Turner, John Burgess	1885	1200 00	Queen's, " " "
	Stratton, Alfred William	1889	1000 00	B.A., Toronto, " " "
	Patonson, Andrew	1874	1000 00	B.A., Trinity, " " "
	Brown, Oliver Jenison	1881	1000 00	M.A., Victoria, Regulation 59.
	Schofield, William Henry	1890	1000 00	B.A., " Assistant's
	Crawford, John Thomas	1889	900 00	B.A., Toronto, Head Master's

Elliott, Walter Herman	1887	1000 00	I.A., Professional	Certificate.
Wilton, James Gayford	1891	800 00	B.A., Toronto, Assistant's	"
Davidson, Margaret C.	1876	750 00	I.A., Professional	"
Johnston, George L.	1888	800 00	I.C.,	"
Morgan, Sidney Albert.	1891	600 00	B.A., Toronto, Assistant's	"
Locheed, Luchlin Truman.	1890	750 00	B.A., Queen's,	"
Asman, Henry Oldrid Evison.	1891	600 00	B.A., London, Eng., Permit.	"
Ingersoll C. I.				
Briden, William	1886	1200 00	B.A., Queen's, Head Master's Certificate.	
McClement, William Thomas	1889	1000 00	M.A., " Assistant's	"
Cornwell, Leslie J.	1890	1000 00	B.A., Toronto, Head Master's	"
Phelps, Frances	1891	800 00	B.A., " Assistant's	"
Kingston C. I.				
Knight, Archibald Patterson	1876	1400 00	M.A., Queen's, Head Master's Certificate.	
Sliter, Ernest Oscar	1887	1000 00	M.A., Toronto, " "	"
Irvine, William Henderson	1883	1000 00	B.A., Queen's, " "	"
Dales, John Nelson	1888	1000 00	B.A., Toronto, " "	"
Brough, Thomas Allardyce	1888	950 00	B.A., Professional	"
Pilkey, Peter Joseph	1891	700 00	I.C.,	"
Lindsay C. I.				
Harstone, John C.	1887	1400 00	B.A., Toronto, Head Master's Certificate.	
Stevens, W. H.	1889	1100 00	B.A., McGill, " "	"
Hardy, Edwin A.	1889	1000 00	B.A., Toronto, " "	"
Head, John	1880	750 00	Regulation 59.	
Harrington, James T.	1890	675 00	Assistant's	Certificate.
Fitzgerald, Eliza Sophia.	1890	900 00	B.A., Queen's, Head Master's	"
Marty, Aletta Elsie	1889	900 00	I.A., Professional	"
London C. I.				
Merchant, Francis Walter	1891	2000 00	M.A., Victoria, Head Master's Certificate.	
Little, Robert A.	1886	1200 00	B.A., Toronto, " "	"
Gray, Robert A.	1887	1100 00	B.A., " " "	"
Somerville, Thomas C	1888	1000 00	B.A., " " "	"
Horton, Alexander	1880	1100 00	I.C., Professional	"
Wilson, Nicholas	1866	1000 00	I.L.A.,	Regulation 59.
Raddcliffe, Samuel J.	1891	1100 00	B.A., Toronto, Assistant's	Certificate.
McMillan, James A.	1891	800 00	B.A., " " "	"
Andrus, Guy A.	1888	900 00	I.C., Professional	"
Hanson, Fanny M.	1886	550 00	I.C.,	"
Morrisburg C. I.				
Jamieson, James S.	1882	1000 00	M.A., Victoria, Head Master's Certificate.	
Whitney, William A.	1886	750 00	M.A., " " "	"
Massey, Norman L.	1887	750 00	B.A., " " "	"
Stafford, Joseph	1890	900 00	B.A., Toronto, Assistant's	"
Smith, Allan C.	1882	400 00	I.A., Professional	"
Napanee C. I.				
Henry, Thomas McKee	1890	1200 00	B.A., Toronto, Head Master's Certificate.	
Lang, Augustus Edward	1889	900 00	B.A., Victoria, Assistant's	"
Morden, Gilbert Walworth.	1890	900 00	B.A., Queen's, " "	"
Colling, James	1890	800 00	B.A., Toronto, " "	"
Naismith, Maggie	1891	750 00	B.A., Toronto, " "	"
Mitchell, Jessie A.	1891	450 00	B.A., Permit.	"

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
Ottawa C. I.	Macmillan, John	1880	\$ 2100 00	B.A., Toronto, Head Master's Certificate.
	Jolliffe, Orion John	1884	1500 00	B.A., Victoria, " "
	McDougall, Alexander Hiram	1889	1400 00	B.A., Toronto, " "
	Scott, Colin A.	1887	1200 00	B.A., Queen's, " "
	Guillet, Cephas	1890	1300 00	B.A., Victoria, " "
	Forat, Charles	1889	1000 00	B.A., Toronto, " "
	Stothers, Robert	1887	1000 00	I.C., Professional " "
	Wallace, James E.	1883	1000 00	Regulation 59.
	Libby, Walter	1891	1000 00	B.A., Victoria, Assistant's Certificate.
	Levan, Isaac M.	1889	1600 00	B.A., Toronto, Head Master's Certificate.
	Carrie, Mervyn Edward	1881	1100 00	Regulation 59.
Owen Sound C. I.	Alexander, Luther Herbert	1884	1100 00	M.A., Toronto, Head Master's Certificate.
	Robertson, John Charles	1888	1100 00	B.A., Toronto, Assistant's " "
	Packham, James Henry	1884	1000 00	B.A., Victoria, Head Master's " "
	Jenkins, William H.	1890	1100 00	B.A., Toronto, Assistant's " "
	Faskin, George Robert	1890	850 00	B.A., " " "
	Craig, Minnie	1890	600 00	B.A., " " "
	Paterson, Richard Allan	1890	1200 00	B.A., Toronto, Head Master's Certificate.
	Stevenson, Louis	1889	1000 00	B.A., Victoria, Assistant's " "
	Mesmore, Joseph Franklin	1890	900 00	B.A., Toronto, " "
	Woods, Emma Orilla	1890	850 00	B.A., Victoria, " "
	Etherington, Edward James	1891	800 00	B.A., Queen's, Permit.
Peterborough C. I.	Fessenden, Cortez	1890	1500 00	M.A., Trinity, Head Master's Certificate.
	Fife, James A.	1887	1000 00	B.A., Toronto, Assistant's " "
	Jeffries, John	1889	1000 00	B.A., " " "
	Drope, William John	1890	900 00	B.A., Victoria, " "
	Heap, Frederic	1891	950 00	M.A., Queen's, " "
	Little, John George	1889	1200 00	B.A., Toronto, Head Master's Certificate.
Ridgetown C. I.	Smith, James Harvey	1888	900 00	I.A., Professional " "
	Clayton, Adelaide H. R.	1890	800 00	B.A., Toronto, Assistant's " "
	Bald, William Francis	1891	800 00	B.A., " " "
	McKitchie, Alexander R.	1890	800 00	B.A., Toronto, Permit.
	Clarkson Charles	1887	1300 00	B.A., Toronto, Head Master's Certificate.
Seaforth C. I.	Crawford Henry J.	1890	1000 00	B.A., " " "

Prendergast, William.....	1890	950 00	B.A., Toronto, Assistant's	Certificate.
Allen, Thomas G.....	1890	950 00	M.A., Queen's,	"
Kirkman, Mrs. Barbara.....	1884	650 00	I.A., Professional	"
Stratford.....C. I.				
Mayberry, Charles Alexander.....	1890	1400 00	B.A., Toronto,	Certificate.
Taylor Wilson.....	1890	1000 00	I.A., Professional	"
Lawler, Gertrude.....	1890	1000 00	B.A., Toronto, Assistant's	"
Forrest, William.....	1890	1000 00	M.A., Toronto, Head Master's	"
Malcolm, George.....	1890	900 00	Assistant's	"
Dickinson, James Arthur.....	1890	750 00	I.C., Professional	"
Strathroy.....C. I.				
Wetherell, James Elgin.....	1883	1800 00	B.A., Toronto, Head Master's	Certificate.
Sparling, John Alexander.....	1889	1100 00	B.A., Toronto, Assistant's	"
Reynolds, Aaron Kilbourn.....	1890	850 00	I.A., Professional	"
Sinclair, John.....	1890	1000 00	B.A., Toronto, Assistant's	"
Mott, Nellie.....	1891	800 00	B.A., "	"
Bartlate, Edward Clarence.....	1891	750 00	I.C., Professional	"
St. Catharines.....C. I.				
Henderson, John.....	1872	1600 00	M.A., Toronto, Head Master's	Certificate.
Robertson, William John.....	1874	1200 00	B.A., "	"
McIntyre, Evan John.....	1886	1000 00	B.A., Toronto, Assistant's	"
Burns, William.....	1887	1000 00	B.A., Queen's,	"
Walker, Francis A.....	1883	700 00	Regulation 58.	"
Norrish, Enos John.....	1888	700 00	I.C., Professional Certificate.	"
Odell, Albert.....	1889	700 00	I.A.,	"
St. Mary's.....C. I.				
Martin, Stephen.....	1889	1200 00	B.A., Toronto, Head Master's	Certificate.
Follick, Thomas Henry.....	1885	950 00	M.A., Victoria,	"
Riddell, Frank Pringle.....	1885	950 00	B.A., Toronto, Assistant's	"
Ferguson, William Chalmers.....	1890	950 00	B.A., "	"
Rice, John.....	1889	575 00	I.B., Professional	"
St. Thomas.....C. I.				
Quance, Noah.....	1891	1300 00	B.A., Toronto, Head Master's	Certificate.
McGeary, John Henry.....	1888	1200 00	M.A., Toronto, Assistant's	"
Leitch, Thomas.....	1873	1000 00	I.B., Professional	"
Pakenham, William.....	1890	1000 00	I.B.,	"
Phillips, William Alexander.....	1891	1000 00	B.A., Toronto, Head Master's	"
Galbraith, Daniel Ernest.....	1889	600 00	Assistant's	"
Toronto (Harbord St.)C.I				
H. B. Spotton, M.A., H.M. }				
A. DeLury, M.A. }				
E. W. Hagarty, B.A. }				
Gertrude Lawler, B.A. }				
Eliza Balmor, B.A. }				
J. H. Smith, B.A. }				
R. H. Eldon }				
Opens in 1892.				
Toronto (Jameson Avenue).....C. I.				
Embrece, Luther Edmund.....	1888	2500 00	M.A., Toronto, Head Master's	Certificate.
Caruthers, Adam.....	1889	1500 00	B.A., Toronto, Assistant's	"
Smith, Gilbert Acheson.....	1889	1500 00	B.A., Toronto, Head Master's	"
Riddell, George Ivanhoe.....	1890	1500 00	B.A., Toronto, Assistant's	"

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
Toronto (Jameson Avenue) C. I.	Libby, Melancthon Fennessy.	1890	\$ c.	B.A., Victoria, Head Master's Certificate.
	Miller, James	1888	1500 00	I.B., Professional
	Wisner, John A.	1889	1500 00	M.A., Trinity, Assistant's
	Spence, Nellie	1889	1000 00	B.A., Toronto, " "
	Robertson, Madge R.	1890	850 00	M.A., " "
	Ryckman, Louise L.	1891	1500 00	B.A., " "
Toronto (Jarvis St.) C. I.	MacMurphy, Archibald	1872	2500 00	M.A., Toronto, Head Master's Certificate.
	Crawford, William Glover	1872	1500 00	B.A., " "
	Manley, Frederick Fitzpayne	1874	1700 00	M.A., " Head Master's Certificate.
	Shaw, George Edmund	1876	1500 00	B.A., " "
	McEachern, Peter	1880	1200 00	B.A., " Assistant's Certificate.
	Grant, Wilbur	1880	1500 00	Regulation 59.
	McEachern, Neil	1885	1500 00	B.A., Toronto.
	Chase, George A.	1889	1500 00	B.A., " "
	Thompson, Charlotte Emily	1874	1000 00	I.A., Professional Certificate.
	MacMurphy, Helen	1880	900 00	I.B., " "
	Thomas, Janie	1882	800 00	I.C., " "
Whitby..... C. I.	Tamblyn, William Ware	1888	1300 00	M.A., Toronto, Head Master's Certificate.
	Greenwood, William John	1886	900 00	B.A., Victoria, Assistant's
	Hogarth, George Henry	1890	900 00	B.A., Toronto, Head Master's
	Hamilton, R. S.	1891	800 00	B.A., " Assistant's
	Henderson, Anson G.	1881	900 00	" "
	Hunter, David Hamilton	1884	1500 00	B.A., Toronto, Head Master's Certificate.
Woodstock C. I.	Griffin, Albert Dyke	1881	1100 00	I.A., Professional
	Lennox, Thomas Hodgins	1886	1100 00	B.A., Toronto, Head Master's
	Hogarth, Eber Septimus	1889	900 00	B.A., " "
	Kerr, Charles Staple	1890	900 00	B.A., " "
	Ferguson, William S.	1890	500 00	I.C., Professional
	Smith, James	1886	850 00	A.M., Aberdeen.
Alexandria.....	Falconer, Charles S.	1890	620 00	I.C., Professional Certificate.
Almonte	McGregor, Peter Campbell	1882	1000 00	M.A., Queen's, Head Master's Certificate.
	Ross, Alexander H. Douglas	1889	750 00	B.A., " Assistant's
	Ott, Minna E.	1891	600 00	I.C., Professional
	Parlee, Edith	1890	500 00	I.C., " "

Amprior	Craig, William Barclay	H.M.	1891	1000 00	B.A., Queen's, Head Master's Certificate.
	Clark, William		1891	700 00	Assistant's "
	Rutherford, Walter Richard		1891	800 00	M.A., Toronto, Assistant's "
Arthur	Stevenson, Andrew	H.M.	1891	1000 00	B.A., Toronto, Head Master's Certificate.
	Haight, William A.		1891	650 00	I.C., Professional "
Athens	Kennedy, Lyman A.	H.M.	1888	1200 00	M.A., Victoria, Head Master's Certificate.
	Flach, Ulysses Jacob		1890	850 00	M.A., Toronto, "
	Harrison, Margaret Louisa		1888	600 00	I.C., Professional "
	Young, Robert		1891	500 00	B.A., Queen's, Assistant's "
Aurora	Redditt, Thomas H.	H.M.	1888	1100 00	B.A., Toronto, Head Master's Certificate.
	Connolly, John		1888	750 00	I.A., Professional "
	Hall, Walter A.		1890	600 00	Assistant's "
Beamsville	Wilkins, David Francis Henry	H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate.
	Scott, Jean Thomson		1891	600 00	B.A., " Assistant's "
Belleville	Wright, George Sills	H.M.	1882	1200 00	M.A., Toronto, Head Master's Certificate.
	Milburn, Edward Fairfax		1871	925 00	B.A., Trinity, Regulation 59.
	Christie, Duncan McLaren		1888	750 00	I.C. Professional Certificate.
	MacRae, Jessie Carrie		1888	500 00	I.C., " "
	Maclean, Allan		1890	750 00	Assistant's "
Berlin	Connor, James William	H.M.	1870	1400 00	B.A., Toronto, Head Master's Certificate.
	Forsyth, David		1876	1100 00	B.A., " "
	Mueller, Adolf		1876	1100 00	Assistant's "
	Sheppard, Frederick William		1885	800 00	I.B., Professional "
Bowmanville	Fenwick, Murray M.	H.M.	1888	1800 00	B.A., Toronto, Head Master's Certificate.
	Coates, Daniel Harsum		1885	1000 00	B.A., " "
	Giffilan, James		1880	800 00	Assistant's "
	Eastwood, Ida Gertrude		1890	800 00	B.A., Toronto, Assistant's "
Bradford	Hopper, Samuel T.	H.M.	1891	950 00	B.A., L.L.B., Victoria, Head Master's Certificate.
	Potts, Helena E. F.		1891	550 00	Assistant's "
	Paul, Hannah M.		1891	450 00	I.C., Professional "
Brampton	Murray, Alexander	H.M.	1882	1200 00	M.A., Aberdeen, Head Master's Certificate.
	Fenton, William J.		1891	900 00	B.A., Toronto, Assistant's "
	Galbraith, William James		1887	900 00	I.A., Professional "
	Lees, Richard		1887	850 00	M.A., Queen's, I.A. Professional "
	Trought, Edward		1891	600 00	I.C., Professional "
Brighton	Houston, John	H.M.	1887	1000 00	M.A., Toronto, Head Master's Certificate.
	Davis, John S.		1891	600 00	I.C. Professional "
Caledonia	Street, J. Richard	H.M.	1887	1000 00	M.A., Victoria, Head Master's Certificate.
	Graham, Robert George		1891	650 00	B.A., " Assistant's "
	McKee, George Albert		1891	600 00	Assistant's "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
Campbellford	Shields, Alexander M..... H.M. Jewett, Alfred E..... Boyes, Robert E.....	1889 1886 1889	\$ c. 1000 00 800 00 600 00	B.A., Toronto, Head Master's Certificate. I.C., Professional " I.A., "
Carleton Place	Johnston, Joshua Reynolds..... H.M. Nesbit, David Ashton..... McKay, Donald..... McDonald, Neil.....	1883 1889 1890 1891	1000 00 750 00 600 00 550 00	B.A., Queen's, Head Master's Certificate. I.C., Professional " B.A., Toronto, Assistant's " I.C., Professional "
Cayuga	Kinnear, Louis..... H.M. Kitchen, Charles Henry.....	1888 1891	900 00 600 00	M.A., Toronto, Head Master's Certificate. Assistant's "
Colborne	De La Matter, Henry..... H.M. Bellamy, J. Wesley.....	1889 1890	800 00 600 00	B.A., Toronto, Head Master's Certificate. B.A., Victoria, Assistant's "
Cornwall	Johnston, William D..... H.M. Nugent, James..... Crewson, Joseph W..... Cameron, Kate.....	1886 1884 1888 1890	1200 00 800 00 900 00 600 00	B.A., Toronto, Head Master's Certificate. Assistant's " B.A., Victoria, I. C. Professional " I.C., Professional "
Deseronto	Knight, Adolphus G..... H.M. Breuls, Ira Delos..... Hill, Richard.....	1890 1890 1891	1400 00 800 00 700 00	B.A., Victoria, Head Master's Certificate. I.C., Professional " I.B., "
Dundas	Colbeck, Francis Charles..... H.M. Farrell, Thomas Henry..... Pearson, Alexander.....	1889 1889 1889	1100 00 750 00 550 00	B.A., Victoria, Head Master's Certificate. M.A., Queen's, Assistant's " "
Dunnville	Croly, John Edgar..... H.M. Brown, Malcolm D..... Cooke, John A.....	1890 1889 1891	900 00 750 00 650 00	M.A., Toronto, Head Master's Certificate. I.B., Professional " B.A., Queen's, Assistant's "
Dutton	Gunne, Charles Robert..... H.M. Skinner, Daniel Spencer..... Cooke, Abraham Bedford..... Bingeman, Sylvia M.....	1890 1891 1890 1891	1000 00 750 00 700 00 500 00	M.A., Trinity, Head Master's Certificate. B.A., Toronto, Head Master's " M.A., Trinity, " Assistant's "
Elora	Snell, Joseph A..... H.M. Ingall, Elmer Ellsworth.....	1891 1891	1000 00 650 00	M.A., Queen's, Head Master's Certificate. Assistant's "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
Kemptville	Cody, William Stephen H.M. Munroe, William Norman Stephenson, Lionel Berbord	1884 1890 1891	\$ c. 1100 00 550 00 700 00	B.A., Toronto, Head Master's Certificate. " " B.A., " "
Kincardine	Perry, Samuel Walter H.M. Gray, James French, Frederick William Albarus, Miss H. S.	1890 1890 1890 1891	1100 00 850 00 700 00 500 00	B.A., Victoria, Head Master's Certificate. " " M.A., Toronto, Assistant's B.A., " Permit.
Listowel	Tanner, John A. H.M. Irwin, William Farquharson, Robert Andrew Mowat, Alexander	1887 1888 1889 1891	1100 00 750 00 650 00 600 00	M.A., Trinity, Head Master's Certificate. " " I.A., " Professional Assistant's B.A., Toronto.
Lucan	Mulloy, Charles Wesley H.M. Lennox, Mary Nelson, John	1890 1891 1891	1100 00 700 00 600 00	B.A., Toronto, Head Master's Certificate. " " I.B., Professional
Madoc	Watson, Alexander H. H.M. Muldrew, William H.	1889 1891	1100 00 700 00	B.A., Toronto, Head Master's Certificate. Assistant's
Markham	Reed, George Henry H.M. Ireland, Wellington McArthur, Christina Sherman, Ella	1890 1890 1890 1891	1000 00 700 00 600 00 500 00	B.A., Toronto, Head Master's Certificate. " " I.A., " Professional " " I.C., " "
Meaford	Barron, Robert Armour H.M. Burgess, Herbert H. Huff, Samuel	1891 1890 1891	1200 00 900 00 650 00	B.A., Toronto, Head Master's Certificate. " " I.A., " Professional I.C., " "
Mitchell	Elliott, William H.M. Porter, Thomas Campbell, Mary Smith, Roland William	1882 1890 1890 1891	1050 00 750 00 500 00 700 00	B.A., Toronto, Head Master's Certificate. " " I.B., " Professional I.C., " " M.A., LL.B., Permit.
Mount Forest	Brethour, John Henry H.M. Snider, Eber Egerton Jones, Alice	1891 1891 1891	1100 00 800 00 650 00	B.A., Victoria, Head Master's Certificate. " " B.A., " Assistant's B.A., Toronto, Head Master's

Newburgh.....	Wilson, Henry Langford.....	H.M.	1890	900 00	M.A., Queen's, Head Master's Certificate. I.C., Professional Permit.
	Dandeno, James Brown.....		1889	650 00	"
	Shorey, Paschal Deroche.....		1891	450 00	"
Newcastle.....	Davidson, Hugh.....	H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate. Assistant's
	Smith, Margaret.....		1891	600 00	"
Newmarket.....	Dickson, John Elder.....	H.M.	1880	1100 00	B.A., Toronto, Head Master's Certificate. Assistant's
	Hollingshead, John Edwin.....		1884	650 00	"
	Burgess, John Armstrong.....		1889	650 00	"
Niagara.....	Andrews, Albert.....	H.M.	1875	850 00	Qualified under former Act. I.B., Professional Certificate.
	Carnochan, Janet.....		1878	475 00	"
Niagara Falls, South.....	Orr, Robert Kimball.....	H.M.	1891	850 00	B.A., Toronto, Head Master's Certificate. Assistant's
	Owen, Thomas Arthur.....		1891	600 00	"
	Pork, Annie.....		1891	500 00	I.C., Professional
Norwood.....	Davidson, John.....	H.M.	1882	1100 00	M.A., LL.B., Victoria, Head Master's Certificate. Assistant's
	Dillabough, Ida F.....		1891	600 00	"
	Steer, Albert B.....		1891	500 00	"
Oakville.....	Wellwood, Nesbit John.....	H.M.	1877	1050 00	B.A., Toronto.
	Lusk, Charles Horace, M.D.....		1871	750 00	I.B., Professional Certificate.
Omeme.....	Robertson, Neil.....	H.M.	1891	850 00	B.A., Toronto, Head Master's Certificate. I.C., Professional
	Orr, Alfred.....		1887	600 00	"
Orangeville.....	Steele, Alexander.....	H.M.	1879	1400 00	Toronto, Head Master's Certificate. " " " "
	Parker, Frank R.....		1889	800 00	B.A., Queen's, " " " "
	Seymour, William Frederick.....		1891	800 00	B.A., Toronto, " " " "
	Moir, Mary Ann.....		1888	550 00	I.C., Professional
Orillia.....	Ryerson, Jesse.....	H.M.	1881	1050 00	B.A., Toronto, Head Master's Certificate. Assistant's
	Kerner, H. R. H.....		1891	900 00	"
	Longman, Edward.....		1891	700 00	I.A., Professional
	Claxton, John Alexander.....		1889	600 00	B.A., Queen's, Assistant's
Oshawa.....	Smith, Lyman C.....	H.M.	1882	1300 00	B.A., Victoria, Head Master's Certificate. " " " "
	Gourlay, Richard.....		1888	950 00	B.A., Toronto, " " " "
	Henderson, Margaret Eadie.....		1879	700 00	Assistant's
	Panton, Jesse R. H.....		1886	700 00	I.B., Professional
Paris.....	Acres, Jonathan William.....	H.M.	1857	1100 00	B.A., Trinity, Head Master's Certificate. Assistant's
	Armstrong, George H.....		1875	700 00	" " " "
	Pugsley, Edmund.....		1890	700 00	B.A., Victoria, " " " "
Parkhill.....	Bigg, Edmund Murney.....	H.M.	1878	950 00	M.A., Toronto, Head Master's Certificate. I.C., Professional
	May, William Fisher.....		1886	750 00	" " " "
	Hitchon, Alice Rachel.....		1889	600 00	Assistant's

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualification.
			\$ c.	
Pembroke	Halliday, Harry Aubin, Alfred L. Gadsby, Henry F.	1891 1891 1891	1000 00 800 00 700 00	B.A., Queen's, Head Master's Certificate. " " B.A., Oxford, Assistant's B.A., Toronto, Permit.
Petrollea	Bell, John Johnstone Clyde, William Montgomery, William Graham, William Henry	1888 1888 1889 1891	1100 00 1050 00 900 00 800 00	B.A., Toronto, Head Master's Certificate. " " M.A., Queen's, Assistant's B.A., Toronto, " " B.A., " "
Picton	Dobson, Robert Rogers, James C. White, Walter Henry Barr, Agnes	1880 1890 1891 1888	1200 00 800 00 700 00 600 00	B.A., Victoria, Head Master's Certificate. " " I.A., Professional B.A., Trinity, Assistant's I.C., Professional
Port Arthur	Law, William H. Morgan, James William	1887 1890	1200 00 1000 00	B.A., Victoria, Head Master's Certificate. " " I.A., Professional
Port Dover	Campbell, William Clark Seaton, Edward T.	1891 1890	850 00 600 00	M.A., Trinity Head Master's Certificate. " " I.C., Professional
Port Elgin	Lillie, John Turner Jones, Samuel S. Auld, Charles	1889 1891 1891	1100 00 750 00 550 00	B.A., Victoria, Head Master's Certificate. " " I.C., Professional Assistant's
Port Hope	Purslow, Adam Kirkconnell, Thomas A. Hamilton, Charles Frederick Lent, David A.	1865 1888 1891 1891	1300 00 900 00 750 00 750 00	M.A., LL.D., Victoria, Head Master's Certificate. " " I.C., Professional Assistant's I.A., Professional
Port Perry	McBride, Dugald Stone, George Marty, Sophie E.	1871 1883 1890	1400 00 850 00 600 00	B.A., Victoria, Head Master's Certificate. " " I.C., Professional I.A., " "
Port Rowan	Potter, Charles Miller, Nancy	1887 1891	900 00 500 00	B.A., Toronto, Head Master's Certificate. " " Assistant's
Prescott	McPherson, Moses Walker, David McKenzie	1871 1889	1000 00 700 00	M.A., Victoria, Head Master's Certificate. " " I.B., Professional

Renfrew	McDowell, Charles.....	H.M.	1879	950 00	B.A., Queen's, Head Master's Certificate.
	Murphy, Stephen Henry.....		1891	750 00	B.A., " Assistant's
	Miss Margaret Smith		1891	450 00	I.C., Professional
Richmond Hill	Monroe, John A.	H.M.	1890	1000 00	B.A., Victoria, Head Master's Certificate.
	Innes, Alexander E.		1877	600 00	I.C., Professional
Sarnia	Grant, David M.	H.M.	1885	1300 00	B.A., Toronto, Head Master's Certificate.
	Campbell, Alexander		1890	1000 00	B.A., " Assistant's
	Corbett, Lewis C.		1891	1000 00	B.A., " Head Master's
	Corkhill, Edward J.		1891	950 00	B.A., Queen's, " "
	Pettinger, Sylvia V.		1878	750 00	I.A., Professional
Simcoe	Christie, James Douglas.....	H.M.	1889	1300 00	B.A., Toronto, Head Master's Certificate.
	Furlong, Thomas Henry		1888	700 00	I.B., Professional
	Bell, Walter N.		1890	700 00	Assistant's
Smith's Falls	Houston, John Arthur.....	H.M.	1887	1200 00	M.A., Trinity, Head Master's Certificate.
	Anderson, Edward Albert		1889	800 00	B.A., Dublin, Assistant's
	Clark, Luther John		1890	700 00	I.C., Professional
	Alexander, Priscilla.....		1891	500 00	I.C., " "
Smithville.....	Treaner, James.....	H.M.	1890	850 00	B.A., Victoria, Head Master's Certificate.
	Robeson, W. R.		1891	650 00	B.A., Manitoba,
	Wickett, Maud.....		1891	425 00	I., Professional Certificate.
Stirling	Reid, Joseph.....	H.M.	1886	1000 00	M.A., L.L.B., Toronto, Head Master's Certificate.
	Simmons, James Wilson		1889	600 00	I.C., Professional
Streetsville	McGregor, J. O.	H.M.	1891	800 00	M.A., Toronto, Head Master's Certificate.
	Weidenhammer, William		1891	550 00	I.C., Professional
Sydenham.....	Burgess, James Edward	H.M.	1877	1200 00	M.A., Queen's, Head Master's Certificate.
	Harvey, William Blakely		1890	800 00	I.A., Professional
	Spooner, Margaret Maria		1890	500 00	B.A., Queen's, Assistant's
Thorold	McCulloch, Andrew.....	H.M.	1877	1100 00	M.A., Queen's, Head Master's Certificate.
	Walrond, Thomas James.....		1889	750 00	I.A., Professional
Tilsonburg	Reavley, Albert W.	H.M.	1886	900 00	B.A., Toronto, Head Master's Certificate.
	Standing, Thomas W.		1891	700 00	B.A., " I.A. Professional
Trenton	Little, David C.	H.M.	1885	1200 00	B.A., Toronto, Head Master's Certificate.
	Crosby, Alonzo Cyrus.....		1891	700 00	B.A., Victoria, " "
	Pattee, Ada		1889	650 00	I.C., Professional
Uxbridge	Park, Henry George.....	H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Ferguson, Miles		1889	750 00	I.A., Professional
	Nelson Etta		1891	500 90	I.C., " "
	Barr, Lydia		1891	500 00	I.C., " "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.

Name of School.	Head Master and Assistants.	Date of Appointment.	Salary.	Qualification.	
				\$	c.
Vankleekkill	Jamieson, Thomas..... Evans, William, E..... McMahon, Henry C.....	1889 1891 1889	800 00 650 00 650 00	B.A., Victoria, Head Master's Certificate. " " " "	
Vienna	Hicks, David..... Kilmer, Ernest Elgin.....	1888 1889	850 00 700 00	B.A., Toronto, Head Master's Certificate. Assistant's	
Walkerton	Morgan, Joseph..... Elliott, John..... Robson, Jessie Holmes..... McKay, Donald.....	1881 1889 1889 1881	1200 00 1000 00 800 00 600 00	M.A., Toronto, Head Master's Certificate. " " B.A., Queen's, Assistant's I.L.A., Professional Certificate, Regulation 59.	
Wardsville	Francis, Daniel..... Krick, Philip H.....	1887 1891	800 00 600 00	B.A., Toronto, Head Master's Certificate. " " I.C., Professional	
Waterdown	Burwash, Stephen..... Closs, Frank D.....	1891 1891	800 00 600 00	B.A., Victoria, Head Master's Certificate. Assistant's	
Watford	Jardine, William Wilson..... Shotwell, William.....	1891 1891	1000 00 600 00	B.A., Toronto, Head Master's Certificate. " " I.C., Professional	
Welland	McQuaig, Herbert M..... Lennox, John..... Perry, Edith Campbell.....	1891 1888 1889	1100 00 800 00 550 00	B.A., Queen's, Head Master's Certificate, I.B., Professional " " I.C.,	
Weston	Elliott, Thomas E..... McNicol, James..... Michell, William Charles.....	1890 1890 1891	1200 00 700 00 550 00	B.A., Toronto, Head Master's Certificate. " " Assistant's B.A., " "	
Williamstown	Wynne Williams, Charles..... Douglas, John.....	1890 1891	1000 00 700 00	B.A., Cambridge, Head Master's Certificate. " " B.A., Toronto, Assistant's	
Windsor	Sinclair, Angus..... Elliott, Edwin..... Freeman, John Alexander..... Cameron, J. A.....	1875 1889 1889 1891	1400 00 900 00 900 00 900 00	M.A., Toronto, Head Master's Certificate. " " B.A., Queen's, Assistant's " " I.C., Professional	

32 Collegiate Institutes. 91 High Schools. Total, 123	Collegiate Institutes. 32 Head Masters. 177 Assistant " Total, 209	DATE OF APPOINTMENT. 1.... 1887 1.... 1885 1.... 1886 1.... 1870 5.... 1871 3.... 1872 3.... 1873 2.... 1874 4.... 1875 4.... 1876 6.... 1877 4.... 1877 8.... 1878 3.... 1879 10.... 1880 8.... 1881 13.... 1882 9.... 1883 9.... 1884 13.... 1885 19.... 1886 20.... 1887 40.... 1888 78.... 1889 91.... 1890 131.... 1891 — 484	Salaries. COLLEGIATE INSTITUTES. Highest salary\$2500 Average " H.M.. 1517 " A.M.. 951 Average salary\$1038 HIGH SCHOOLS. Highest salary\$1800 Average " H.M.. 1058 " A.M.. 684 Average salary\$ 808 GRAND TOTAL. Highest salary\$2500 Average " H.M.. 1177 " A.M.. 814 Average salary\$ 906	Universities, etc., of Masters. COLLEGIATE INSTITUTES. Toronto..... 113 Victoria..... 21 Queen's..... 14 Trinity..... 4 McGill..... 2 British..... 1 Assistants' Certificates.. 8 1st Cl. Professional " .. 39 Permit..... 1 Regulation 59..... 6 Total..... 209 HIGH SCHOOLS. Toronto..... 80 Victoria..... 30 Queen's..... 26 Trinity..... 9 Manitoba..... 1 British..... 4 Assistants' Certificates.. 39 1st Cl. Professional " .. 84 Permits..... 2 Total..... 275 GRAND TOTAL. Toronto..... 193 Victoria..... 51 Queen's..... 40 Trinity..... 13 McGill..... 1 Manitoba..... 1 British..... 6 Assistants' Certificates.. 47 1st Cl. Professional " .. 123 Permits..... 3 Regulation 59..... 6 Grand total..... 484
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THE HIGH SCHOOL LEAVING AND UNIVERSITY MATRICULATION EXAMINATION.

2.—MEMBERS OF JOINT BOARD AND LIST OF EXAMINERS AND ASSOCIATE EXAMINERS, 1891.

Under Statute No. 227 of the University of Toronto, approved by His Honor, the Lieutenant-Governor in Council, the following eight gentlemen were appointed the first members of the "Joint Board":—

By the Senate of the University.

The Hon. Edward Blake, Q.C., Chancellor.
 William Mulock, Esq., M.P., Q.C., Vice-Chancellor.
 Sir Daniel Wilson, LL.D., President.
 James Loudon, Esq., M.A., Professor of Physics.

By the Minister of Education.

John Millar, Esq., B.A., Deputy Minister.
 John E. Hodgson, Esq., M.A., High School Inspector.
 John Seath, Esq., B.A., High School Inspector.
 Luther E. Embree, Esq., M.A., High School representative on the Senate.

F. A. NUDEL.

Registrar and Secretary to Committee.

Board of Examiners.

Alexander, W. J., Ph.D. *Armstrong, T. C. L., M.A., LL.B. *Bell, A. J., Ph.D. Bain, A. R., M.A. Bryant, John E., M.A. Clarke, M.S., B.A. *Chambers, Graham, B.A., M.B. *Dale, William, M.A.	Dupuis, N. F., M.A. Fletcher, John, M.A. *Martin, Iva E., B.A. *Mackenzie, John J., B.A. Petch, John, M.A. *Squair, John, B.A. *Smyth, T. H., M.A.
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Associate Examiners.

Bell, J. J., B.A. Burgess, J. E., M.A. Barron, Robert A., B.A. Burt, Arthur W., B.A. Clyde, W., M.A. Carruthers, Adam, B.A. Carman, James A., B.A. Connor, James W., B.A. Corkill, E., B.A. Crasweller, Chris, B.A. Cody, Wm. S., B.A. Cox, John L., B.A. Cornwall, Leslie J., B.A.,	Clarkson, Charles, B.A. Carscadden, Thomas, B.A. Christie, James D., B.A. Corbett, Lewis, B.A. De Guerre, Ambrose, B.A. Dickson, John E., B.A. Dunlop, J. C., M.A. Dobson, Robert, B.A. Ellis, W. S., B.A. Elliott, William, B.A. Fessenden, C., B.A. Forsyth, David, B.A. Forrest, Wm. T., B.A.
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*Also acted as Associate Examiners.

Associate Examiners.

Follick, Thomas H., B.A.
 Gray, R. A., B.A.
 Guillet, C., B.A.
 Grant, D. M., B.A.
 Houston, John, M.A.
 Hagarty, E. W., B.A.
 Hamilton, James R., B.A.
 Hunter, David H., B.A.
 Harstone, J. C., B.A.
 Houston, J. A., B.A.
 Henry, Thomas M., B.A.
 Henderson, J., M.A.
 Irvine, William H. B.A.
 Jeffries, J., B.A.
 Jamieson, J. S., M.A.
 Knight, A. G., B.A.
 Kennedy, L. A., M.A.
 Kinnear, L., M.A.
 Libby, M. F., B.A.
 Libby, W. H. B.A.
 Levan, Isaac M., B.A.
 Lillie, John T., B.A.
 Little, R. A., B.A.
 Lennox, T. H., B.A.
 Logan, W. N., B.A.
 Logan, C. J., B.A.
 McGregor, P. C., B.A.
 McMurchie, J., B.A.
 McBride, D., B.A.
 McDougall, Alex., B.A.
 McDowell, C., B.A.
 McEachern, Neil, B.A.
 McPherson, M., M.A.
 Milburn, E. F., B.A.

Mulloy, C. W., B.A.
 Morgan, Joseph, B.A.
 Murray, Alex., M.A.
 Mayberry, C. A., B.A.
 Perry, P., M.A.
 Paterson, D. S., B.A.
 Pakenham, J. H., B.A.
 Quance, Noah, B.A.
 Robertson, J. C., B.A.
 Robertson, W. J., B.A.
 Rutherford, W. W., B.A.
 Redditt, T. H., B.A.
 Reavley, A. W., B.A.
 Stevens, W. H., B.A.
 Strang, Hugh J., B.A.
 Steele, Alex., B.A.
 Street, J. Richard, M.A.
 Smith, Lyman, C., B.A.
 Smellie, William K. T., B.A.
 Shields, Alex., B.A.
 Sykes, Fred H., B.A.
 Sinclair, A., M.A.
 Seymour, W. F., B.A.
 Smith, G. A., B.A.
 Spotton, H. B., B.A.
 Sliter, E. O., B.A.
 Shaw, G. E., B.A.
 Turnbull, James, B.A.
 Tamblyn, W. W., B.A.
 Thompson, R. A., B.A.
 Wellwood, N. J., B.A.
 Watson, A. H., B.A.
 Williams, W., B.A.
 Wright, A. W., B.A.



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